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ABSTRACT

A study evaluated how an advertising campaign, conducted by Benton & Bowles Advertising Agency, affected the awareness of literacy needs and increased volunteerism for literacy education among the general public and the business community. Data for the evaluation were gathered in an extensive library search, a survey of Coalition for Literacy personnel, personal and telephone interviews, as well as information gained through correspondence regarding human, site, funding, and other resources. Findings of the 1986 evaluation indicate that (1) awareness of the problems confronting functionally illiterate adults and out-of-school youth in the United States has increased measurably; (2) a measureable increase in human, site, and funding resources has become available; (3) contributions have been made by the book publishing industry and other business groups; and (4) networks have increased donations of broadcast time. These findings suggest the magnitude of the changes in the public awareness of the problems confronting functionally illiterate adults as well as the extent to which human, site, and funding resources have grown during the first year of the awareness campaign. Extensive appendixes include a bibliography and materials from the Coalition for Literacy, Contact Literacy Center, National Advisory Council on Adult Education, studies of adult literacy, the U.S. Department of Education's National Adult Literacy Initiative, the Advertising Council, the Business Council for Effective Literacy, and Project Literacy U.S. (KC)

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An Evaluation of the Impact of the Advertising Council's "Volunteer Against Illiteracy" Campaign On Public Awareness of and Resources Devoted to Adult Literacy for 1985

Sponsored by The Coalition for Literacy

Anabel P. Newman
Indiana University

June 1986

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Leaders linked together to bring America's illiteracy problem to light

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An Evaluation of the Impact of the Advertising Council's "Volunteer Against Illiteracy" Campaign On Public Awareness of and Resources Devoted to Adult Literacy for 1985

Sponsored by the Coalition for Literacy

Executive Summary

Anabel P. Newman
Indiana University

June 1986

EXECUTIVE SUMMARY

The Coalition for Literacy, comprised of 11 literacy-concerned organizations, was formed in 1981 under the leadership of the American Library Association to: (1) raise the awareness of problems confronting functionally illiterate adults; and (2) to increase the human, site, and funding resources available to combat the problems of the functionally illiterate adult.

In 1982, funds were solicited and raised for the public service advertising campaign, later conducted under the auspices of the Advertising Council by a volunteer advertising agency.

An early planning grant was provided by the H.W. Wilson Foundation, Inc. In 1983 the United States Department of Education gave its first grant, followed by funding from B. Dalton Bookseller, General Electric, Time, Inc., the New York State Publishers Foundation, Warner Books, and the Business Council for Effective Literacy. Other contributors, large and small, have continued to support the campaign.

The advertising campaign, conducted by Benton & Bowles Advertising Agency (now D'arcy Masius Benton & Bowles) developed two major themes for the "Volunteer Against Illiteracy" campaign: "The only degree you need is a degree of caring" for the general public; and "Volunteer Against Illiteracy: A literate America is a good investment" for the business community.

This 1986 evaluation of the success of the first year's awareness campaign addressed specifically how well the Coalition had achieved its broad goals of increasing awareness and resources through an extensive library search, a survey of Coalition Executive members and U.S.

Department of Education personnel, personal and telephone interviews, as well as information gained through correspondence regarding human, site, funding, and other resources.

Findings of the 1986 evaluation indicate that:

1. Awareness of the problems confronting functionally illiterate adults and out-of-school youth in the United States has increased measurably as indicated by:
    a. Calls to the Contact Literacy Center. Contact logged an average of 2,626 calls per month in 1985, from a low of 962 in January to a high of 3,587 in September. The December 1985 calls were up 370 percent over the December 1984 calls.
    b. Results of the Advertising Council Benchmark Study. The Benchmark Study showed that awareness of advertising about illiteracy increased significantly (21.4 to 30.0 percent); that advertising elements were specifically recalled; that familiarity with the issue of illiteracy among the general public showed positive increases; that attitudes of concern about illiteracy were maintained at consistently strong levels; that people who recalled seeing illiteracy advertising were significantly more likely to consider working against illiteracy than those who did not recall such advertising; and that people volunteer to help because they think "it would be rewarding" or that "they would like to help."
    c. Results of the first year advertising campaign. Over $24 million dollars were contributed by the media in time and space during the first year of the campaign, an excellent showing, according to Norma Kramer, Manager of the Ad Council Campaign.

d. Results of a study of program resources. A random sample of 716 literacy-related programs was surveyed to determine the changes in resources devoted to literacy efforts between fall 1984 and fall 19$\overset{9}{\wedge}$5 by the Survey Research Center (Fowler, U/Mass.). The study indicates that enrollments in literacy programs were up over 9 percent from the preceding fall; that growth in enrollment was more evident among volunteer programs than among Adult Basic Education (ABE) affiliated programs; that the number of volunteer teachers increased about 29 percent during the year; that 8,000 new teachers and 10,000 new students came to literacy programs via the Contact Literacy Center telephone referral service; and that the total budgets of literacy programs in 1985 are estimated to be up about 9 percent from the preceding year.

e. Requests to volunteer tutoring groups. Calls for information to the two major volunteer literacy groups (Laubach Literacy Action and Literacy Volunteers of America) are up over 100 percent for 1985.

f. Increase Federal Volunteer Network. The Office of Adult Education, U.S. Department of Education, reported an increase of practitioners of 243 percent in their National Adult Education Volunteer Network between 1983 and 1985.

2. The human, site, and funding resources available to combat the problems of the functionally illiteracy adult have increased measurably as indicated by:

   a. The increased number of volunteers in CL member groups. Volunteers have increased in both of the Coalition member groups by over 100 percent. As indicated above, the Office of Adult Education, U.S. Department of Education has seen an increase of 243 percent in its volunteer participation.

b. The increased numbers of paid workers not in the state-administered programs. Paid staff in the volunteer organizations has also increased in contrast to a decrease in paid personnel in the state-adminstered programs in New Jersey and New York.

c. The increase in the number of volunteer and ABE sites. Sites for Literacy Volunteers of America increased by 137 percent in 1985; those of Laubach Literacy Action by 24 percent. ABE sites in New York increased by 37 percent.

d. The marked increase in giving to adult literacy through grants, most especially from foundations and business and industry. The U.S. government remains the single largest funder of literacy or literacy-related programs in the United States -- over $1 billion per year. A dramatic increase has taken place in foundation and business and industry contributions to literacy.

e. Increase in "other" giving. Increased media time, materials contributions, volunteer contributions (other than tutoring), and the increased and sustained support of Coalition constituent in-kind contributions all attest to the phenomenal increase in "other" kinds of literacy-related giving.

More than $24,000,000 in free media advertising time and space was contributed by the media. The two-phased public service campaign, Project Literacy U.S. (PLUS) developed by the Public Broadcasting System (PBS) and the American Broadcasting Company (ABC) is a "first" in broadcasting and provides further evidence of media support for literacy.

Corporations and foundations, through the leadership of the Business Council for Effective Literacy (BCEL) and others, are providing a wide range of "other" contributions.

Increased government awareness is seen at local, state, and federal levels, especially in the partnerships and coalitions which are springing up around the country.

The book publishing industry is playing an active role in focusing public and industry-wide attention and as a result is bringing new resources to solving the problem of the functionally illiterate adult.

Countless individuals, notably Mrs. Barbara Bush, wife of the Vice President of the United States, are devoting volunteer hours to the campaign, which in turn garners resources for adult literacy programs.

These facts suggest the magnitude of the changes in the public awareness of the problems confronting functionally illiterate adults as well as the extent to which the human, site, and funding resources have changed during the first year of the "Volunteer Against Illiteracy" campaign.

Anabel P. Newman
Indiana University

June 1986

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To members of the United States Department of Education: Dr. Jorie Mark, who, as liaison between the U.S. Department and the Coalition, provided invaluable assistance in corroborating or, when necessary, correcting, our funding figures; Miss Susan Green, U.S. Department of Education Staff Liaison to the Adult Literacy Initiative, also a regular attendant at the Coalition meetings, who assisted innumerable times in obtaining necessary information and who provided current outcomes for the ALI; Misses Pat Lang and Mary Seibles, who willingly provided data whenever we called; Leroy Walser, Director of the Federal Interagency Committee on Education (FICE), and Dr. George Spicely, Research Associat~~ion~~e for FICE, who shared our data while the FICE study was in its early stages and later provided figures we had not found; Elizabeth Langharn, Adult Literacy Initiative, who graciously served as a reader of this report at the May 1986 Coalition meeting in Washington, D.C.

To Dr. Jack Fowler, who conducted the major survey of literacy resources in the country in order to fulfill a commission from the Coalition to "provide an early reading of the impact of the campaign on the literacy resources of the country," who provided us with the findings promptly, and who cooperatively refined his final report to its current form as found in Chapter 2.

To my colleagues at IRA, Drs. Ron Mitchell and Rich Long, and Alida Cutts and Drew Cassidy, who responded promptly to my requests, offered advice, encouragement and counsel as needed, and to John Miklos, Editor of Reading Today, who kept copy on the Coalition current. To Dr. William Durr, Executive Director of the IRA Foundation, who generously provided funding for the Coalition at a crucial moment, and to the State Council Presidents and newsletter editors, who publicized the work of the

Coalition and sent contributions from their members. To the Board of Directors of IRA, who have remained interested in the cause of adult literacy in the United States, and have made it possible for me to represent the organization and to Ralph Staiger, who invited me to join him on the Coalition when it was getting started in 1981.

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To Mrs. Theodora "Chris" Howard, Specialist Degree student in Language Education, who developed Chapter 1: "The Advertising Council," with generous input from Mrs. Norma Kramer, Manager of the Ad Campaign, and Mrs. Gloria Lanza-Bajo, Vice President of the AAAAs; and Chapter 3: "The Contact Literacy Center," with the willing assistance of Rhonda Kadavy, Mel Walker, and Donna Hunzeker of the Contact Center, Mrs. Howard also assisted in constructing Chapter 2: "Related and Commissioned Studies" — although we must acknowledge the work of Jean Olson, also a doctoral student at IU, and Dr. Anita Aldrich, Professor Emeritus, IU, who developed the summaries for the McCune and Alamprese and McGrail studies, respectively. Chris also provided a "gentle presence" in assisting with the myriad details surrounding such a study. For all of her work I am grateful.

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I thank each of these students from the bottom of my heart for giving so selflessly of their time and energies. They contributed far beyond the requirements of the normal three-hour courses for which they enrolled each semester, continued to grow in professionalism as the year progressed, and will surely make valuable professional contributions wherever their careers lead.

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Dr. Anita Aldrich, Professor Emeritus of Indiana University, formerly Acting Dean of the School of Health, Physical Education, and Recreation, shared wisdom, scholarly experience, sense of humor, and professionalism. It is often said that teaching is a lonely profession, that teachers need mentors and models. Dr. Aldrich was such a model during this evaluation. She never missed a meeting, gave unstintingly of her time, and approached each task as though it were possible. During the final weeks of the preparation of the report she worked daily, often 8 hours a day, to provide assistance wherever needed. I cannot thank her adequately for what she has done.

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These selfless volunteers are really what this campaign is all about. They joined the Evaluation Team out of interest in the plight of the adult illiterate, each thinking she or he was going to tutor an adult. They stayed with the team and provided, each in her or his own way, an invaluable link for accomplishing the documentation of the growing awareness of Americans for the plight of many illiterates. To each of them I offer my deep gratitude.

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Anabel P. Newman

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INTRODUCTION

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Background of the Awareness Campaign

National Adult Literacy Initiative (1983)

Coalition Communications with ABE, Library Directors, and State Volunteer Literacy Agency Directors

Business Council for Effective Literacy (BCEL)

Evaluation of the Awareness Campaign

Strategies and Resources

Broad Goals of the Evaluation

Process of Obtaining and Confirming Data

References

Provides background to Coalition for Literacy awareness campaign and describes concurrent efforts by Adult Literacy Initiative (ALI), Business Council for Effective Literacy (BCEL), and others. Describes the evaluation study.

INTRODUCTION

This is an account of competition, cooperation, and coalition. It documents for 1 year -- 1985 -- the growing awareness of the problem of adult illiteracy by the people of the United States, and describes some of the activities of individuals and organizations doing something about the problem.

Although in many views, number of years in school still suggests level of literacy, much documentation now exists which indicates that mere years alone do not determine an individual's literacy level. But how else to get at the extent of the literacy problem remains a very difficult problem, indeed -- one which has proved troublesome to Coalition members. Are there 23 million illiterate Americans or 27? Is it true that "one out of five American's can't read a bedtime story to their children"? Is it possible that one out of three Americans may be illiterate by the year 2000? Though the figures used in the campaign are based on research (Northcutt, 1975) and Census Bureau data, the Census Bureau, for example, does not give figures on illiteracy per se. Its data is on grade level completed, gathered on the "long form" -- a questionnaire which goes to a random sample of 20 percent of the U.S. households. According to Paul Siegel, Chief, Education and Social Stratification Branch of the Census Bureau, the Bureau of the Census does not make judgments, they record data. In an interview, Mr. Siegel told Lynn Ross Wood, Executive Director of the national Advisory Council on Adult Education, that the question

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Note: Personal responses (interview, telephone, correspondence, and memoranda) are referenced in the text. They are not included in end-of-chapter references or in the master reference list. They are to be found in the ALA Coalition for Literacy archival files.

"Can you read and write?" was discontinued in 1940. He said that although total population surveys are done only every 10 years, that in a 1979 sample, this question was asked of those 14 years of age and older, and that in this sample, approximately 1 percent of the group, by their answers, was found to be illiterate (verbal communication to Newman, Wood, 1986).

The National Assessment of Education Project (NAEP) studies have systematically examined the state of educational progress among school aged children and more recently among young adults. Unfortunately, such measures do not yet extend to the adult illiterate population.

The Coalition, representing as it does many of the major literacy-concerned constituencies in the country, set for itself the task of alerting the United States public to a significant need of national concern. The definition of the extent of the problem, i.e., how many U.S. citizens cannot read and write at all (complete illiteracy) and how many cannot read and write well enough to function as effectively as they might in society (functional illiteracy) lies still ahead. This study suggests the potential of using the untapped volunteer resources which exist in the country to help find answers to these questions.

In times when incomprehensible sums are spent to garrison our country's physical defenses, this account chronicles the determination of unknown, unsung, and often unpaid Americans helping those who for many reasons have never participated in their country's intellectual bounty.

The main body of the report is included in this volume. Supporting appendix materials necessary to the documentation of its veracity are available through the ERIC system.

Background of the Awareness Campaign

The Coalition for Literacy was conceived in 1981 under the sponsorship of the American Library Association (ALA). Recognizing that illiteracy is a national concern, and seeing that there was no coordinated effort to connect those needing help with those who could provide help, the ALA and 10 other groups with proven records* in working with literacy in adult education applied to the Advertising Council for sponsorship of a national awareness campaign. These 11 Charter members are:

- American Association for Adult and Continuing Education (AAACE)
- American Association of Advertising Agencies (AAAA)
- American Library Association (ALA)
- B. Dalton Bookseller
- Contact Literacy Center
- International Reading Association (IRA)
- Laubach Literacy Action (LLA)
- Literacy Volunteers of America (LVA)
- National Advisory Council on Adult Education (NACAE)
- National Commission on Libraries and Information Science (NCLIS)
- National Council of State Directors of Adult Education (NCSDAE)

In the past, national media campaigns such as "Smokey the Bear" and the "Crime Prevention Campaign" proved tremendously beneficial to the country. As characterized in their anniversary report, "The principal value of the Ad Council at 40 is discerned in the success stories of its many campaigns that have improved the wealth, safety, and well-being of the American people." ("Forty Years of Communicating in the Public Interest: Report to the American People from the Advertising Council," 1980-1981 Report). The deram of the ALA leadership was to have a national campaign that would inform the public of the damaging effects that adult illiteracy is having on American citizens. An early proposal to the Ad Council (ALA, 1981, p. 2) reported:

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* The ALA, after an initial proposal in 1978 to the Ad Council on behalf of libraries alone, recognized the need for broadening the thrust of its campaign proposal. Therefore, ALA invited six literacy-committed organizations to join with them in sponsoring an adult literacy campaign. Later four other organizations joined to make up the 11-member Executive Board which now constitutes the Coalition's governing group (Appendix C.1).

> The U.S. Department of Education and Ford Foundation studies have indicated that the portion of the U.S. population identified as "functional illiterates" ranges from 23 to 60 million. Functional illiteracy relates to the ability of an individual to use reading skills in everyday life situations -- reading street signs, reading and comprehending written directions, labels, applications, work-oriented information.

With regard to literacy and schooling, the United States Department of Education (June 1983) reported (Appendix G.6):

> Today, in the United States, 61 million of the non-school population, sixteen years of age and older, have less than a high school diploma (U.S. Bureau of the Census). Each year 850,000 teenagers in this country drop out of high school. At the same time, estimates are that 13 percent of white and 56 percent of Hispanic seventeen-year-olds are functionally illiterate - and a recent study reports that 47 percent of black youths are illiterate (p. 1).

Later in the same report, regarding literacy and earnings, the Department stated:

> Forty percent of the adults with yearly incomes under $5,000 are functionally incompetent. Over one-third of the mothers receiving Aid to Families with Dependent Children (A.F.D.C.) are illiterate. Americans who do not complete high school earn about two-thirds the salary of those who do. Those who do not complete grade school earn even less - about half as much as those completing high school (p. 2).

The same report (p. 2) quotes figures regarding literacy and employment from the Washington Post (August 7, 1981) on the training of the unskilled.

> Since 1964 the U.S. has spent $65 billion in job training programs for unskilled youth. Yet, of the nation's 8 million unemployed, 4 million to 6 million are estimated by U.S. Labor Department analysts to lack the basic skills of communications, personal relations, motivation,

> self-confidence, reading and calculating that would enable employers to train them for the jobs that will open up in the next few years.
>
> Meanwhile, yearly costs for welfare programs and unemployment compensation due to illiteracy are estimated at over $6 billion. We spend $6.6 billion a year on 700,000 illiterate prison inmates (see Appendix G.6).

The Ad Council's campaign criteria (see Appendix H.1 for complete list) required that the project be noncommercial, national in scope, and of "sufficient seriousness and public importance to warrant donations of space or time by national and local media."

Fifty-three million Americans with less than a high school education in a country of rapidly advancing technology appeared to be a need of national scope and "sufficient seriousness" to meet the Advertising Council's criteria, especially when it was recognized that millions of these Americans could read only minimally, if at all. And so, 11 literacy-committed groups pledged their memberships to support a national adult illiteracy awareness campaign. (See Appendix C.1 for a brief description of each group.) A small grant to the American Library Association from the H.W. Wilson Foundation, Inc., of New York City, facilitated early planning by the group.

The Coalition Executive Committee, responsible for establishing campaign goals and procedures for achieving them, based their efforts on the literacy needs cited in the original ALA proposal for the Ad Council. These needs were identified as follows:

1. To conduct a national awareness campaign
2. To identify and link agencies serving adult illiterates
3. To identify and link adult learners with those agencies
4. To provide an "800" telephone number to facilitate linkages between inquirers and local literacy education providers
5. To recruit volunteer tutors

6. To train the volunteers and match them with adult learners
7. To provide information to parents on how they can help their children in the reading process.

After much deliberation, it became clear that the suggested goals from the 11 members should be synthesized into a few broad goals acceptable to the Ad Council as being possible of achievement. It was finally agreed that two major goals would guide the campaign:

1. To raise awareness of problems confronting functionally illiterate adults and out-of-school youths over age 15 in the United States;
2. To increase the human, site, and funding resources available to combat the problems confronting functionally illiterate adults.

A decision was also reached to focus on enlisting volunteer tutors during the campaign rather than on recruiting students. The Board realized that learner recruitment would eventually take primacy. But, in the beginning, it was obvious that without tutors the campaign would not succeed.

While this primary focus on volunteer enlistment was highlighted for the general public, emphasis was also placed on raising the level of corporate giving through several of the advertisements.

National Adult Literacy Initiative (1983)

Even as the Coalition for Literacy efforts were under way, the President and then-Secretary of Education Terrel Bell, launched in 1983 the National Adult Literacy Initiative under the direct supervision of then-Director Diane Welch Vines. President Reagan, in the East Room of the White House, held a press conference on September 7, 1983, to announce the Initiative (see Appendix G.1).

The Initiative, as it came to be known, had eight major goals:

1. Promotion of a national awareness campaign
2. Establishment of a national adult literacy project
3. Establishment or designation of adult literacy councils
4. Promotion of assignment of college work study students to adult literacy programs
5. Promotion of college "credit" for literacy tutoring and promotion of student volunteerism
6. Coordination of inter- and intra-agency literacy programs
7. Establishment of a federal employee literacy training program
8. Establishment of liaison between the Department of Education and appropriate volunteer groups
9. Promotion of private sector business involvement.

The Initiative complemented the Coalition for Literacy's focus. The two efforts overlapped somewhat, but there were differences (see Appendix G.4).

In 1983 the Department of Education provided an initial grant ($50,000) to the Coalition, funding much needed to spur other potential funders to contribute. In 1984 the Department provided an additional $70,426 grant.

The continuation of the Initiative was supported by recently appointed Director Mr. Karl O. Haigler at an open meeting of the Coalition (November 8, 1985) in Milwaukee (see Appendix G.5). In his first communication to the field, he emphasized the importance of human resource development, allowing people "to be all that they can be,..." He offered projections to consolidate and expand within and without the department, to step up efforts to promote coalition building, to reinforce relationships with adult education programs and major adult literacy groups, to consult with the Business Council for Effective Literacy (BCEL) to learn how business can take a part in utilizing our "vast human potential," and to maintain communications through a newsletter (the Adult Literacy Initiative Update [ALI]), and through electronic mail (LitLine) (Haigler, 1985).

Susan Green of the Adult Literacy Initiative kindly provided a summary of information on outcomes of the Adult Literacy Initiative (Personal communication, Green, 1986) which is included in Appendix G.8. Briefly, the outcomes of efforts to achieve the ALI objectives (which Ms. Green characterized as "open-ended and without clear-cut, quantifiable products") are listed below. (Single spaced items are direct quotes; double spaced items are highlights from the Green material.)

1. Promotion of the National Awareness Campaign:

   The ALI has maintained liaison with the CL through ad hoc membership in the CL Executive Committee, has provided grants (1984, 1985) in support of the national awareness campaign, and encouraged cooperation with the campaign in its newsletters and field visits. It has encouraged financial support by other public and private agencies.

   ALI has also cooperated with other major awareness activities such as the Project Literacy U.S. (PLUS) Project.

2. Establishment of National Adult Literacy Project (NALP)

   In response to President Reagan's original charge to ALI, the Department's National Institute of Education commissioned the NALP, an 18-month study of adult literacy programs and practices conducted by the Far West Laboratory for Educational Research in 1984. Its products were 10 papers describing the state of the art in literacy and offering recommendations for future policy. The most extensive of these papers has been published in book form, is entitled Effective Adult Literacy Programs: A Practitioner's Guide and includes descriptions of promising adult literacy practices nationwide. All 10 papers are available through ERIC, the Department's Educational Resource Information Center.

   With regard to research and development in general, ALI has been influential in bringing adult literacy to a higher level of visibility, especially in the area of reading research. It works closely with the Department's Office of Educational Research and Improvement in planning conferences of practitioners and scholars, and in the formulation of proposals for field research. ALI also collaborated in the development of the Young Adults Study, a survey of the literacy skills of 3,600 young adults between 21 and 25 years of age. The results of this survey, which has been conducted by the national Assessment of Educational Progress, are due in late spring 1986.

3. Establishment of designation of Literacy Councils

Since September 1983, ALI has maintained contact with Governors, State Departments of Education, State libraries, mayors and literacy programs at all State and local levels . . . The Initiative has maintained close contact with the office of Mrs. George Bush, [an] active and far-reaching [advocate] for literacy. . . . [T]he Initiative shares in the responsibility for the creation of the at least 33 State councils and an undetermined number of local literacy councils. . . . the Federal Interagency Committee on Education (FICE), which includes representation from all Federal departments and agencies with a stake in education, has a Congressional mandate to oversee and improve the coordination of federal activities related to education. FICE's literacy subcommittee has the same charge with regard to literacy. One of the subcommittee's major activities has been the Literacy Management Project, a contract awarded to the Washington Consulting Group to conduct a survey of all literacy and literacy-related programs government-wide. This survey seeks to pinpoint federal resources for literacy in all departments and agencies.

4. Promotion of College Work-Study Projects

In collaboration with the Department's Office of Postsecondary Education, ALI created the CWS Literacy Program in 1983. For the past three years, this effort has provided supplemental funding from unexpended work-study monies to colleges for the purpose of employing work-study students in literacy programs, either on or off campus. The only eligibility requirement has been that the college have had some prior involvement in literacy activities. To date, 68 schools have received a total of $1.796 million for CWS literacy projects. This activity has been emulated by States such as Kentucky (through its 14 community colleges) and, most recently, Washington.

5. College Credit and Volunteerism

ALI, with other units, has encouraged through letters and personal contacts, the involvement of colleges and universities in literacy activities.

6. Networking of Literacy-Related Departments

   ALI has established relationships with other literacy-concerned departments to fund literacy demonstration activities for the very young (15 demonstration Headstart activities) as well as the elderly (30 State demonstration literacy projects) among other activities.

7. Establishment of the Federal Employee Literacy Training (FELT) Program

   Through FICE, ALI created the FELT program, which enlists Federal employees nationwide as volunteers for local literacy programs. As of winter 1983, over 50 Federal departments and agencies had joined the Department of Education in FELT, and over 1,700 employees had been recruited, with about 500 trained and matched with students in local literacy programs.

8. Liaison with volunteer Groups (and the business community)

   ALI has maintained continuous contact with the major volunteer literacy organizations -- Laubach, LVA and Lutheran Churchwomen. It has established relationships with groups like the American Legion, the General Federal of Women's Clubs, the Assault on Illiteracy Program and Volunteers of America, all of which have created their own national literacy efforts. ALI has also maintained cooperative relationships with leaders for literacy in the business community, notably the Business Council for Effective Literacy, B. Dalton Bookseller, Cambridge Book Company. ALI has worked with groups planning literacy efforts, such as the Gannett Foundation, and continues to encourage greater involvement and support for literacy from major corporations such as IBM, Simon and Schuster, and General Motors.

CL Communications with ABE, Library Directors, and State Volunteer Literacy Agency Directors

In September 1984 Coalition Chairperson, Dr. Violet Malone, wrote to directors of all state Adult Basic Education programs, state libraries, and state volunteer literacy agency directors groups enlisting their active involvement in responding to the National Ad Campaign in each of their states (see Appendix C.2). In November 1984 Dr. Malone sent a video tape explaining the campaign to all state ABE directors (see Appendix C.3). This video explained the Ad Campaign and alerted the Directors to what the results of the media involvement might be in their communities. As a result many state and local coalitions were formed to deal with adult illiteracy.

Business Council for Effective Literacy

Members of the Coalition had sought to bring publishers into a supporting focus on the problem. Harold McGraw, Jr., had expressed interest in literacy and had published the much quoted book by Carman St. John Hunter and David Harman, Adult Illiteracy in the United States (1979). In January 1984, Mr. McGraw launched the Business Council for Effective Literacy (BCEL) to enlist the help of business and industry in fostering corporate awareness of the problems of the illiterate American. The Council provides professional and technical assistance, research reports, and other information services.

From the initial grant of $1 million from Mr. McGraw which funded startup operations, the Business Council provided $400,000 of much needed funding for the Coalition for Literacy for the years 1985 and 1986 to maintain the 800 number at the Contact Literacy Center and to help with expenses for the advertising campaign.

Through its research and promotion activities, the Council hopes to spotlight needs/areas where the corporate community may provide support. BCEL publishes a newsletter available from its offices at 1221 Avenue of the Americas, 35th Floor, New York, New York 10020, (212) 512-2415/2412.

Evaluation of the Awareness Campaign

Although evaluation planning did not take shape until 1984, the original ALA proposal (1981) included the provision that the Coalition

> . . . will be responsible for guiding and evaluating the campaign . . . Since the program will be built around the active participation of

> Americans, we can determine fairly rapidly the success we have, simply by having coordinated reports on the number of people being referred to or enrolled in literacy courses; the number of volunteer tutors trained; the number of requests for basic literacy materials from libraries, etc. Specific methods of measuring and evaluating the effectiveness of the campaign will be planned by the Executive Board. (ALA Proposal to the Advertising Council, 1981, pp. 4 and 5).

As evaluation plans progressed through several meetings of the Coalition, the CL Executive Committee realized it would be advisable to ascertain, if possible, what the literacy awareness level was prior to launching the campaign.

Since such data did not exist in 1984, it was decided by the Executive Committee, on recommendation of the Evaluation Committee, to divide the evaluation process into three phases:

I. To provide an early assessment of the impact of the Ad Council's Campaign Against Illiteracy on the resources available to a random sample of literacy programs listed by the Contact Literacy Center. This phase was also to include the results of a benchmark study to be conducted by the Ad Council - a study that would examine awareness of adult illiteracy on the part of a targeted audience - in the autumn of 1984 and again in July 1985.

II. To provide further formative data on the two major goals of the campaign, i.e., to measures its impact on the awareness of the problem and on resources.

III. To develop a Summative Evaluation that would weigh the data in the light of the Coalition's broad goals and determine if the 3-year literacy awareness campaign has achieved these goals.

Strategies and Resources

Nationally directed advertising campaigns are usually expensive. In the first ALA proposal submitted to the Ad Council, it was estimated that "the minimum cost of the three-year campaign is approximately $900,000" (ALA, 1981, p. 9). This estimate was revised to about $1.1 million. Subsequently, revisions were made as the cost of the campaign became a reality.

Based on the results of their previous campaigns, the Ad Council estimated a $25 million media contribution in the first year of the campaign (Ad Council, Public Service News, 1984, p. 2). The benefits derived from such free advertising usually far exceed the relatively small investment required of the initiating group. However, in order to receive such a public-service contribution, the Coalition would have to provide sufficient funds and/or in-kind services to help defray the Ad Council's production costs before the campaign could begin.

In addition to needing money for the Ad Council, the Coalition was also faced with travel expenses for its widely dispersed members, administrative costs, and especially costs for maintaining the hot-line service provided by the Contact Literacy Center in Lincoln, Nebraska.

Thus, the months preceding the launching of the campaign were spent developing fund-raising strategies, planning for and reviewing with the Ad Council what the focus of the campaign would be, devising a method of including individuals and agencies as supportive members of the Coalition, designing a number of brochures to be distributed by the Contact Literacy Center, planning public relations, and considering the best means of responding to calls from the field. Financial support for the Ad Council for the out-of-pocket expenses for a 3-year campaign; and monthly costs for the telephone response on the Contact Literacy Center's "800" telephone number were the Coalition's most expensive activities.

For 3 years the Executive Board met many times in Washington, D.C.; New York City; once in Lincoln, Nebraska; Minneapolis, Minnesota; and

Chicago, Illinois, in their efforts to design and support a national campaign for literacy awareness. Finally the Coalition was ready, and the Ad Council launched its media campaign on December 12, 1984.

The Trustees' Room of the New York Public Library was the setting for the press conference launching the campaign. The Coalition Executive Board, members of the press, a few invited guests, and representatives from Coalition member organizations attended. Representatives of the Advertising Council were also present. Mrs. Barbara Bush, wife of the Vice President of the United States, John Elliot, Jr., Chairman of the Advertising Council and Chairman Emeritus of Ogilvy and Mather International, gave the welcoming address (Appendix H.2). Two students representing programs in Philadelphia, PA, testified to the meaning of literacy tutoring in their lives.

At last the campaign was under way. The Benton & Bowles Advertising Agency team, who volunteered to develop the campaign, prepared the print and television ads, and staged the press conference. The campaign slogan was "Volunteer Against Illiteracy: The Only Degree you Need Is a Degree of Caring."

Executive Board members, expecting to see ads appear immediately around the country, were disappointed when they appeared only occasionally. Where was all the material which had been sent to the media -- to networks and 400+ stations in the top 75 TV markets in the country; to the 1,040 radio stations in the top 50 markets; to the national-issues desks of 900 consumer magazines and 3,000 professional and trade publications; and to the 820 daily newspapers--to name only the largest mailings?

As the campaign moved into 1985, however, telephone calls to the Contact Literacy Center (via their "800" number) increased from a low of 21 calls in September 1984 to a high of 3,587 in September 1985. In addition, the Ad Council began to have more requests for ads. They reported receiving

> . . . 436 tearsheets from newspapers as of April 30, 1985. These papers contributed lineage totaling 123,228. Please remember many newspapers do not send us - or our volunteered services do not find - every tearsheet. Therefore, in reporting internally to your associates, you may double the figures with confidence that contributions in reality exceeded even that doubled amount. (Correspondence, Norma Kramer, Campaign Manager, The Advertising Council, Inc., June 26, 1985.)

Board members were asked to speak to a variety of groups; burgeoning state coalitions shared ideas on how to effectively build state groups.

Despite the continuing funding problem, the campaign results to date suggest the power a national advertising campaign can have as a catalyst for greater cooperation in helping ameliorate national problems and show the possible impact of a synergism impossible to completely measure at this time.

Broad Goals of the Evaluation

The four chapters of the report which follow document answers to the basic research questions which guided the study, namely:

1. To what extent has awareness of the problems confronting functionally illiterate adults and out-of-school youth 16 and older in the United States changed in 1 year (1985); and
2. To what extent have the human, site, and funding resources available to combat the problems of the functionally illiterate adult changed in 1 year (1985).

The Indiana University Reading Practicum Center, comprised of its director plus four Indiana University students, five volunteers, and a typist, pursued selected facets of these questions as they were originally conceived by the Coalition Evaluation Committee and subsequently accepted by the CL Executive Board (see Appendix B).

Process of Obtaining and Confirming Data

After the student team members became familiar with the dimensions of the evaluation tasks, they chose the areas on which they wished to concentrate. As may be deduced from examining the tasks (see Appendix B), certain Coalition Executive Committee members were logically associated with the collection of data on a given question. The Vice President of the American Association of Advertising Agencies, for example, was the logical contact for confirming data on the Ad Council, whereas the Executive Director of Literacy Volunteers of America would have information on volunteers.

In September each Executive Committee member was sent a questionnaire (Appendix P) soliciting information with which he or she might be familiar. The questionnaires were followed up with telephone interviews. This process was carried out, for the most part, in September and October 1985. In some instances, however, where data were not yet available, the Evaluation Team members continued to make contact throughout the year and well into 1986 in order to complete their data collection process.

Other means of answering the research questions were pursued. A wide variety of library sources was consulted in order to document changes in human, site, funding, and "other" resources for adult literacy over a 5-year period. Interviews were carried out with a number of persons in government and in literacy-related associations, state and local literacy councils, foundations, chambers of commerce, and research centers on literacy-related issues. Statistical indexes and government documents were used extensively as well as indexes to foundations and literature in related fields. This aspect of data collection continued through April of 1986, but focused on the 5-year period between 1980 and 1985—a timeline designed to compare the status of literacy awareness and resources before and after the launching of the awareness campaign by the Ad Council.

As material was collected it was coded to correspond with the original evaluation design (see Appendix B). Thus, material from Norma Kramer can be found under 1.21 (The Ad Council Benchmark Study) or 1.22 (The Ad Council--Quantity and Frequency of Ads). A second file contains the same material filed by a respondent's surname, in this case, Kramer.

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Chapter 1

THE ADVERTISING COUNCIL

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Chapter 1

THE ADVERTISING COUNCIL

Introduction

The Advertising Council was formed in 1942 as a private, nonprofit professional organization which conducts public service advertising campaigns to benefit the American people. All of the advertising campaigns conducted by the Ad Council are carefully guided by the Council's Board of Directors, composed of 84 executives from advertising, media, and business organizations. Each campaign is created and managed by a volunteer campaign task force composed of a volunteer campaign coordinator, a volunteer advertising agency, a member of the Council's executive staff, and representatives of the client organization. The Council's Media and Public Affairs Department distributes and promotes the use of media material to over 20,000 media outlets. In its more than four decades of public service, the Advertising Council has proven itself an effective communicator for almost 400 different causes in the public interest. Its services provide low-cost, effective advertising campaigns for nonprofit and government organizations to allow them the broad visibility needed to accomplish their missions effectively and economically.

Scope of Operation

The Advertising Council is currently conducting 30 major public service advertising campaigns on a wide array of issues, including health and safety, education, the disadvantaged, the environment, crime prevention, child abuse, and volunteerism.

Note: Personal responses (interview, telephone, correspondence, and memoranda) are referenced in the text. They are not included in end-of-chapter references or in the master reference list. They are to be found in the ALA Coalition for Literacy archival files.

Criteria

The Ad Council staff answers over 400 inquiries each year and evaluates those that become proposals for campaigns. The Council's Board of Directors is composed of 84 executives from advertising, media, and business who review the proposals against the Council's criteria (see Appendix H.1). The proposal must be built around a problem of national scope and priority, but the message must apply on all local levels. This message must be non-commercial, non-denominational, non-partisan politically and cannot be designed to influence legislation. It must be a project that readily lends itself to advertising and must be of sufficient seriousness and public importance to warrant donation of space and time by national and local media.

Campaign Task Force

Upon acceptance of a campaign by the Advertising Council's Board of Directors, a campaign task force is set up, a volunteer coordinator is appointed by the Association of National Advertisers, and a volunteer advertising agency is appointed by the American Association of Advertising Agencies. A member of the Council's executive staff is then appointed campaign manager to manage the activities of the task force. The task force consists of a Volunteer Coordinator, the Volunteer Advertising Agency, Client Representatives, and the Ad Council Staff. The Ad Council campaign manager has responsibility for creation of Media Reproduction and Distribution, promotion to media via Council internal services and external services, and for providing basic information with which reports may be made about the campaign.

Location

The Advertising Council has a permanent staff of more than 35 people, with offices in New York, Washington, and Los Angeles and Committees of the Board of Directors on the East Coast, the Midwest, and West Coast.

Campaign Proposal and Initial Funding

The American Library Association made an initial proposal to the Ad Council and then to the American Association of Advertising Agencies (AAAA) for public service advertising assistance for a national media campaign in the interest of literacy; a broader base of literacy providers was later enlisted to collaborate in the endeavor. It was this broad-based request which was accepted for a campaign by the Ad Council in 1982. During 1982 funds were solicited and raised for the public service advertising campaign and administration of the Coalition for Literacy. Late in 1983 and until December 1984, the volunteer advertising agency, with the task force, researched and then carefully conceived the campaign. Then the Advertising Council received the advertising mechanicals and radio and television productions for reproduction and distribution to the media. Finally, in December 1984, the Coalition for Literacy and the Advertising Council introduced the "Volunteer Against Illiteracy" campaign at a press conference (Advertising Council, December 12, 1984a) at the New York Public Library (Appendix H.2).

The funding for the campaign began with a grant from the U.S. Department of Education. Following this initial grant other groups gave support including B. Dalton Bookseller, General Electric, Time, Inc., New York State Publishers Foundation, Warner Books, and the Business Council on Effective Literacy.

Multi-Media Campaign

The public service multi-media advertising campaign was created by Benton & Bowles (now named D'arcy Masius Benton & Bowles) for the Advertising Council to raise public awareness and recruit volunteers to help combat illiteracy in the United States. One segment of the campaign is addressed to the general public using the theme, "Volunteer Against Illiteracy: The only degree you need is a degree of caring"; the other is addressed to the business community with the theme, "Volunteer Against Illiteracy: A literate America is a good investment."

The Benton & Bowles Ad Agency was the volunteer advertising agency that provided the management supervision, including research staff, top level account executives, creative staff including copywriters, and art directors. Top level creative direction of television production plus other professional services required to create a campaign of this dimension were contributed. The Coalition financed the out-of-pocket expenditures for media materials and outside services. Personnel services and time of the volunteer advertising agency, volunteer coordinator, and Advertising Council personnel are not charged to the campaign.

The Campaign Coordinator is a volunteer. Robert F. Lauterborn, Director, Marketing Communications and Corporate Advertising, International Paper Company, chairs all task force meetings, leading, guiding, and advising on all aspects of the campaign from start to finish. Mr. Lauterborn personally promotes the campaign by speaking to professional media audiences such as the Magazine Publishers Association. He also contributed the promotional video tape used in the campaign.

The campaign manager, Norma Kramer (also Director of Campaigns Analysis for the Ad Council) manages, coordinates and facilitates the activities of the client, volunteer ad agency, volunteer coordinator, media, and services of the Ad Council and Ad Council administration in regard to the campaign.

In the months following the press conference the Ad Council mailed out or delivered and promoted the use of the media materials to:

- top 75 television markets
- top 50 radio markets
- local daily papers
- selected consumer magazines
- selected business press publications
- Coalition members for distribution to their constituencies and through the Contact Literacy Center, a broadsheet/campaign guide and order form developed by Gloria Lanza
- hundreds of local literacy program representatives (ordering media materials for themselves for local media and others).

Television. The top 75 markets and networks are estimated to be reaching 80 percent of all TV households in the United States. Over 200 of the more than 400 stations in those markets promised to present the advertising. Research indicated that almost every market did actually present the messages at least once or more. From January to December 1985 (Kramer, N., correspondence, April 15, 1986) there were an estimated 1,218,100,000 home impressions for a dollar value of $15,227,250. The television materials produced by the volunteer Ad Agency, Benton & Bowles, and reproduced by the Ad Council, included two versions of each length of 60 seconds, 30 seconds, and 10 seconds. One set includes the national 800 number and the other set was open ended, which permitted localization by local literacy programs (Advertising Council, 1986a, b, d).

Radio. Benton & Bowles created six radio Public Service Announcements (PSAs) narrated by Maureen Stapleton. The Ad Council reproduced these on cassettes and mailed them to 910 stations in the top 50 radio markets. From January to December 1985, more than 215 stations pledged to present the messages more than once, and they were presented by radio networks. As a result, 92,400 messages were aired for a total dollar value of $3,234,000 (Advertising Council, 1986b; N. Kramer, personal correspondence, May 12, 1986).

Newspapers. Benton & Bowles created six newspaper advertisements which were mailed by the Advertising Council after reproduction in special kits, to over 2,000 newspapers that participate in the Council's Newspaper Cooperation Plan and International Newspaper Advertising and Marketing Executive Plans. In addition, the Ad Council provided more than 3,000 copies of each ad to the American Newspaper Publishers Association (ANPA), and they distributed them to their membership - virtually every newspaper in the country. For the first campaign year, January to December 1985, it is estimated that more than 2,506 ads were presented for a dollar value of $1,485,832. More than 500 tearsheets were received. However, note that many newspapers do not send every tearsheet (Advertising Council, 1986c; N. Kramer, personal correspondence, May 12, 1986).

Consumer magazines. Benton & Bowles created 13 consumer magazine ads which were distributed in a special kit after reproduction by the Ad Council. In addition special orders for odd size publications or those with requirements of a special kind were filled. The agency also hosted a special meeting of leading magazine publishers at which the Ad Council and volunteer coordinator, Robert F. Lauterborn, presented and promoted the campaign. Norma Kramer sent a special mailing to selected top publications. As a result, from January to December 1985, more than 180 ads ran for a total estimated dollar value of $3,626,278 (N. Kramer, personal correspondence, May 12, 1986).

Business press. Benton & Bowles created three business press ads which were distributed in a special kit (Advertising Council, 1984a), after reproduction, by the Ad Council. In addition special orders for special requirements were filled. The Ad Council promoted the campaign with the professional American Business Press at their national meetings. It should be noted that Mrs. Barbara Bush, wife of the Vice President of the United States, appeared in a special television taped film which promoted the campaign to both the Consumer Magazine and Business Press mediums. For the period of January to December 1985, an estimated 227 ads ran for a dollar value of $919,580 (N. Kramer, personal correspondence, May 12, 1986).

Book-publication ads. Warner Books published a special size ad in many of of its publications. In 1985 more than 20 million copies of these publications contained the ad for an estimated dollar value of at least $20 million (N. Kramer, personal correspondence, May 12, 1986). (Note that this is a new medium for public service advertisements and therefore the contribution value may be estimated only.)

All advertising provided a toll-free number for the Contact Literacy Center, a clearinghouse organization that handles calls generated by the advertising. The Contact Center refers volunteers and potential students to programs in their communities.

Campaign guide/order form/broadsheet. This four-fold document pictured the public service print advertisements and television films and provided sample radio scripts. Detailed descriptions and use suggestions were provided and included important campaign facts. Copies of the broadsheet pages are presented at the end of this chapter (Advertising Council, 1985a).

Video. The American Association of Advertising Agencies developed an 11-minute video tape for introducing the Awareness Campaign. The video recaps past accomplishments of Ad Council's campaigns, outlines the current campaign, and describes how the viewer may help. Copies of this color video are available for use through the Coalition offices of the American Library Association (312-944-6780).

Brochures. Twelve brochures distributed through the Contact Literacy Center, written and designed by Coalition members, were produced by Time, Inc., as an "in-kind" contribution to the Coalition and printed by the Contact Literacy Center, American Library Association, AAAA, and the Ad Council. These brochures are:

Title	Pages
Basics of Public Relations	1
Fight Illiteracy: Join the Coalition for Literacy Program	1
Fact Sheet: On the Coalition for Literacy Advertising Council	2
Help Your Child Succeed in Reading	8
How to Form a Community Volunteer Literacy Program	8

Title	Pages
How to Form a State or Local Literacy Coalition	4
How to Tutor Without Being a Part of a Formal Program	8
Illiteracy in America	1
One-to-One Tutoring	1
Tips on Fundraising	4
27 Million Americans Cannot Read and Guess Who Pays the Price?	8
Utilizing Volunteers in ABE Programs	8

Benchmark Study*

Benchmark research by Benton & Bowles was conducted in late November and early December 1984 and again in July 1985 to measure awareness levels of the public service announcements among targeted and nontargeted groups. Specifically, the Benchmark Study was measuring the following:

1. Pre- and post-awareness levels of the problem of illiteracy in the United States;
2. Pre- and post-awareness levels of the Coalition for Literacy's program to recruit volunteers and tutors;
3. Pre- and post-awareness of the campaign itself.

This process of randomly sampling by telephone a given market is a standard procedure used by the volunteer ad agency, Benton & Bowles, to check on the public apprehension of their campaigns. From this random sampling of adults 18 and over representing a cross-section of the U.S. population a sub-group emerged which became the target audience: adults ages 25+ who earned household incomes of $25,000 or more and have shown a propensity toward volunteering in the past. These target group criteria were developed by Benton & Bowles because "... such adults have shown propensity toward volunteering in the past" (Market Research Report, Benton & Bowles, February 1985; Appendix H.4).

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* A study providing a standard or starting place against which subsequent efforts can be measured.

Method. Telephone interviews of 500 targeted (over 25, earning over $25,000/year) and nontargeted individuals were conducted in two waves, one in November-December 1984, the second in July 1985. From these 500 interviews the research team used 21.1 percent (about 100) - the 21 percent of those who answered who were aware of the campaign.

The interviews (Advertising Council, 1985b; Appendix H.4) included questions designated to measure levels and changes in the following areas:

1. awareness of illiteracy problems in the United States,
2. awareness of the Ad Council Campaign ("Volunteer Against Illiteracy"),
3. attitudes toward the problem, and
4. willingness to volunteer.

Time line. The pre-wave advertising interviews began December 3, 1984, and ended on or before December 14, 1985. The post-wave advertising interviews began July 5, 1985, and ended on or before July 12. The analysis and report on this phase were completed the week of August 12, 1985.

Cost. The cost for each wave of the research totaled about $9,425 plus 10 percent. This included interviewing, coding, and tabulating the data. Analysis and reports were provided pro bono publico by Benton & Bowles.

Summary of the Benchmark Study. The Benchmark Study was a telephone survey of a nationally representative sample of all United States adults conducted to measure responses to public service announcements regarding awareness of the problem of adult illiteracy. The first wave was conducted in November 1984 (Advertising Council, 1985b), and a post-wave was conducted in July 1985 (Advertising Council, 1985c).

The completed comprehensive summary (November 12, 1985) (Advertising Council, 1985b) covering the "Volunteer Against Illiteracy" Advertising Tracking Wave II is available in Appendix H.5.

The report highlights three key findings:

1. "Volunteer Against Illiteracy" advertising has contributed to significantly increased awareness of "illiteracy" advertising.
2. There was a significant increase in positive attitudes regarding the "solvability" of the illiteracy problem, particularly among the target audience (i.e., adults over 25 earning more than $25,000 annually).

   "The research reaffirmed the importance of communicating that few qualifications are needed by the volunteer." (Benton & Bowles, November 1985, p. 2).
3. The campaign accounted in part for marked increases in the perception that "illiteracy is a major problem in the United States."

In summarizing their future focus, the advertising agency responsible for the campaign noted that:

> The test of the Benton & Bowles "Volunteer Against Illiteracy" campaign will be its ability to generate awareness for itself and the problem, maintain the strong attitudes toward the solvability of adult illiteracy and strive to improve the willingness of Americans, especially our target audience, to consider volunteering (Benton & Bowles, 1985).

Results of First-Year Ad Campaign (January 1, 1985 - December 31, 1985)

In a preliminary report (May 12, 1986) summarizing the dollar value of contributions and the number of reported ads for January 1 - December 31, 1985, campaign manager Norma Kramer describes the response as "very good for a newly introduced campaign in its first year of exposure."

The total dollar value of contributions -- space in print media and air time on radio and television -- was over $24 million.

Mrs. Kramer noted that the campaign was "rolled out" over the first 3 months of 1985, and therefore these results represent 9 months of activity, not 12.

In a later communication (May 19, 1986), Mrs. Kramer provided the first quarter television report data which indicates that television stations alone contributed $15,227,250 in time to the campaign (1986).

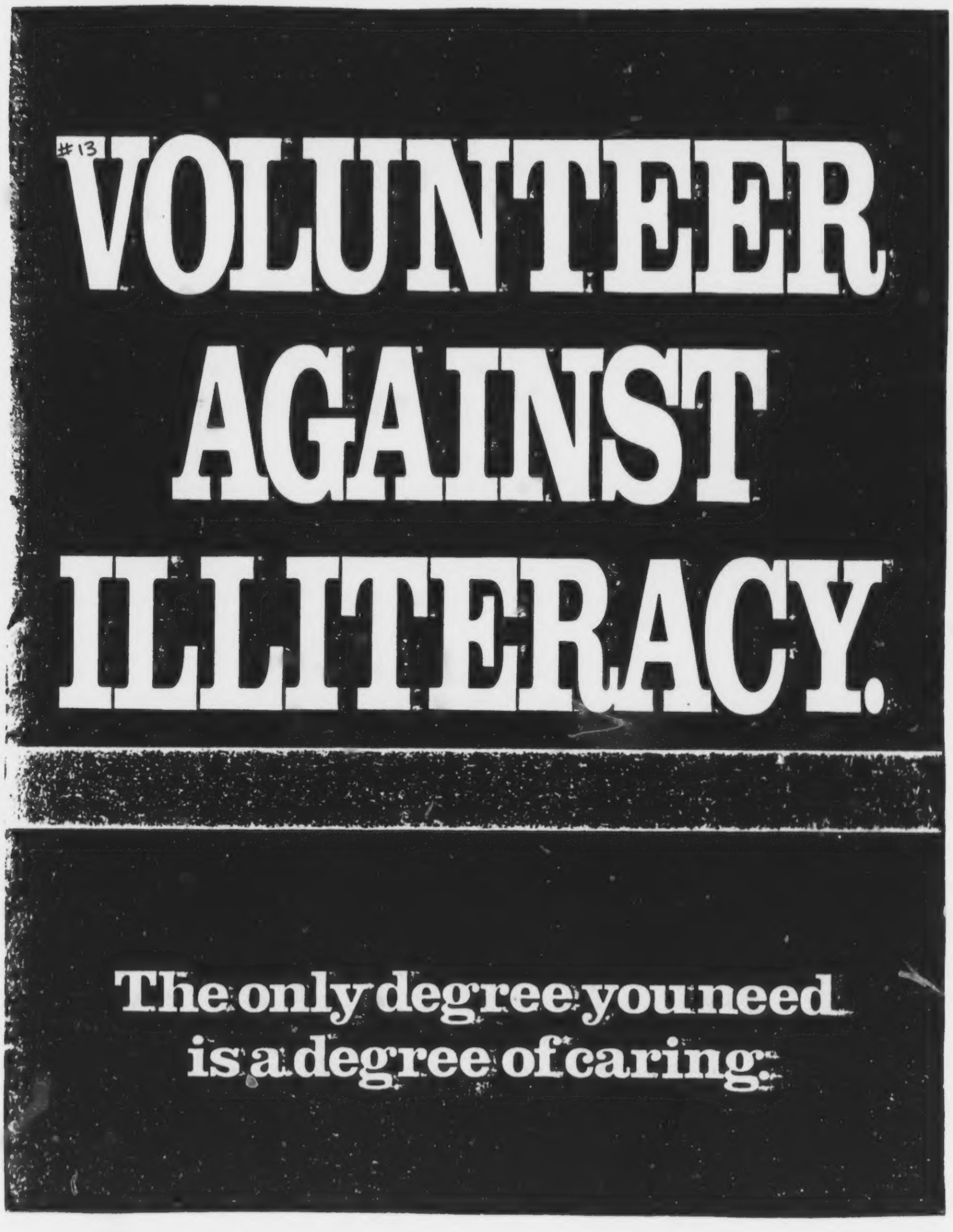
Summary

The Ad Council's national 3-year "Volunteer Against Illiteracy" campaign, introduced in December 1984, has increased awareness of the problems of the adult illiterate as evidenced by the results of the Benchmark Study. It reports increased awareness of illiteracy as a major problem in the United States. An increase in positive attitude toward the solvability of the problem is also reported.

Norma Kramer, Manager of the Ad Council Campaign, reports that it is estimated that over $24 million in advertising time and space was donated by the media during the first year of the campaign, an "excellent" showing given that the campaign was not completely "rolled out" until March of 1985.

Through the offices of the Ad Council and the Benton & Bowles Advertising Agency, the volunteer ad agency responsible for designing the campaign, Coalition was provided with management, supervision, research, accounting, copywriters, art directors, television producers, and other specialists in the course of designing and implementing the campaign and evaluating its effects.

Advertising Council Broadsheet*



#13

VOLUNTEER AGAINST ILLITERACY.

The only degree you need is a degree of caring.

---

*Coalition for Literacy: Advertising Council
Benton & Bowles, Volunteer Advertising Agency, 1985

Print/consumer m

To 27 million Americans, this scene is a fairy tale.
Volunteer Against Illiteracy. The only degree you need is a degree of caring.

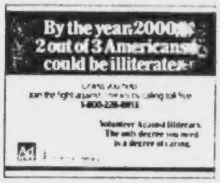
1 MAGAZINE AD NO. VAI-1824-84—7" x 10"
AD NO. VAI-1825-84—4⅝" x 5"
AD NO. VAI-1826-84—2¼ x 5"

To 27 million Americans, this scene is a fairy tale.
Volunteer Against Illiteracy. The only degree you need is a degree of caring.

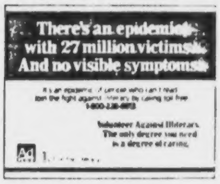
2 MAGAZINE AD NO. VAI-1827-84—7" x 10"
AD NO. VAI-1828-84—4⅝" x 5"
AD NO. VAI-1829-84—2¼" x 5"

By the year 20
Americans cou

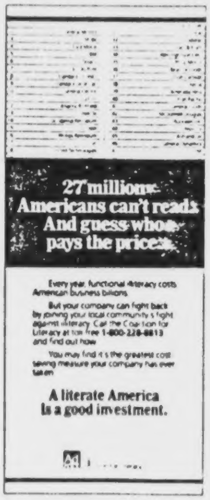
3 MAGAZINE AD NO.
AD NO. V
AD NO. V


By the year 2000, 2 out of 3 Americans could be illiterate.
1-800-228-8813
Volunteer Against Illiteracy. The only degree you need is a degree of caring.

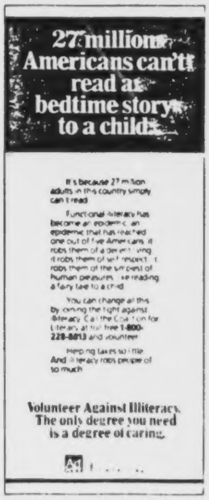
6 NEWSPAPER AD
NO. VAI-84-868-2 COL.


There's an epidemic with 27 million victims. And no visible symptoms.
Volunteer Against Illiteracy. The only degree you need is a degree of caring.

7 NEWSPAPER AD
NO. VAI-84-869-2 COL.


27 million Americans can't read. And guess who pays the price.
A literate America is a good investment.

8 NEWSPAPER AD
NO. VAI-84-864-2 COL.


27 million Americans can't read a bedtime story to a child.
Volunteer Against Illiteracy. The only degree you need is a degree of caring.

9 NEWSPAPER AD
NO. VAI-84-865-2 COL.

1

All of the daily newspapers in America have received these public service advertisements, therefore, we urge you to contact the advertising manager or editor of your local daily paper and urge that person to contribute space to one or more of these ads in their publications.

You may order advertising materials from the A
find your local media cannot locate their copie

Adult Functional Illiteracy. What is it?

Few Americans ever think of illiteracy as a problem in this country. But, today, illiteracy is not only a problem in America, it's a major one. Over 27 million Americans—about one adult in five—can't read a job application or a street sign.

The consequences of this are staggering. To the nation, it means billions of dollars lost annually in unrealized business productivity and tax revenues, plus billions more spent on crime prevention, unemployment and social support.

How you can help?

You can help improve people's lives by supporting this national effort right in your own community. The media materials described have been sent to local media outlets. We present samples of what is available for your information and for local groups that may want to order copies. We urge you to use this opportunity to contact local media and encourage them to use the materials they have received.

A Public Service Advertising Campaign of
The Coalition for Literacy
Conducted by
The Advertising Council, Inc.

Volunteer Coordinator: Robert F. Lauterborn, Director of
Marketing Communications and Corporate Advertising,
International Paper Company

Volunteer Advertising Agency: Benton & Bowles, Inc.

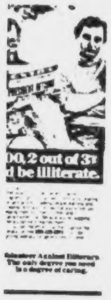
Coalition for Literacy

Ad
Council

There's an epidemic with 27 million victims.

And no visible symptoms.

agazine/newspaper


00, 2 out of 3
d be illiterate.

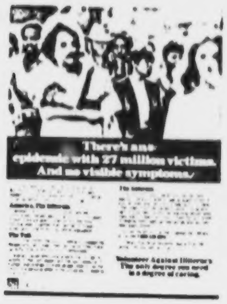
Volunteer Against Illiteracy.
The only degree you need
is a degree of caring.

'AI-1830-84—7" x 10"
AI-1831-84—4⅝" x 5"
AI-1832-84—2¼" x 5"

We've got a job so important, it takes a retired person to do it.

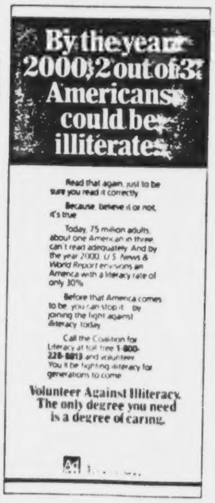
Volunteer Against Illiteracy.
The only degree you need
is a degree of caring.

4 MAGAZINE AD NO. VAI-1833-84—7" x 10"
AD NO. VAI-1834-84—4⅝" x 5"
AD NO. VAI-1835-84—2¼" x 5"


There's an epidemic with 27 million victims. And no visible symptoms.

Volunteer Against Illiteracy.
The only degree you need
is a degree of caring.

5 MAGAZINE AD 7" x 10"


By the year 2000, 2 out of 3 Americans could be illiterate.

Read that again, just to be sure you read it correctly.

Because, believe it or not, it's true.

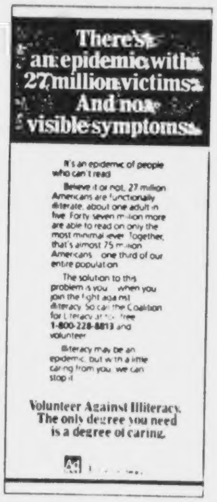
Today, 75 million adults, about one American in three, can't read adequately. And by the year 2000, *U.S. News & World Report* envisions an America with a literacy rate of only 30%.

Before that America comes to be, you can stop it — by joining the fight against illiteracy today.

Call the Coalition for Literacy at toll free **1-800-228-8813** and volunteer. You'll be fighting illiteracy for generations to come.

**Volunteer Against Illiteracy.
The only degree you need
is a degree of caring.**

) NEWSPAPER AD
NO. VAI-84-866-2 COL.


There's an epidemic with 27 million victims. And no visible symptoms.

It's an epidemic of people who can't read.

Believe it or not, 27 million Americans are functionally illiterate, about one adult in five. Forty seven million more are able to read on only the most minimal level. Together, that's almost 75 million Americans — one third of our entire population.

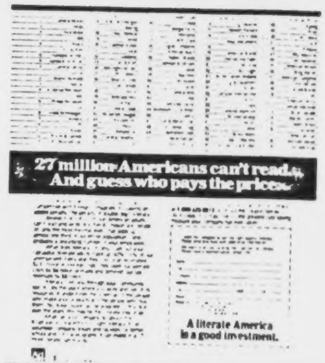
The solution to this problem is you — when you join the fight against illiteracy. So call the Coalition for Literacy at toll free **1-800-228-8813** and volunteer.

Illiteracy may be an epidemic, but with a little caring from you, we can stop it.

**Volunteer Against Illiteracy.
The only degree you need
is a degree of caring.**

11 NEWSPAPER AD
NO. VAI-84-867-2 COL.

Business Press Advertising


27 million Americans can't read. And guess who pays the price.

A literate America is a good investment.

12 BUSINESS PRESS AD NO. VAI-1821-84—7" x 10"
AD NO. VAI-1822-84—4⅝" x 5"
AD NO. VAI-1823-84—2" x 10"

Council for use in your media visits, or if you
f these materials, or need duplicates

We urge you to use these materials as a way of opening a continuing communication with local media, as an aid to continuing their interest and actively supporting the fight against illiteracy.

Television

Coalition For Literacy
1-800-228-8813
Volunteers:
The only degree you need is a degree of caring.

FATHER: The very... the v-e-r-y...lit-tle...little...

ANNCR: (VO) This is what it's like to be functionally illiterate.

Unable to read a job application...a street sign...or a bedtime story to a child.

There are twenty-seven-million Americans like this. Twenty-seven million.

We could help them, but we need your help.

Call the Coalition for Literacy at this number and volunteer. The only degree you need is a degree of caring.

FATHER: I think...I...can... I...think...I...can...

I think I can...

13 :60 STORY **14** :30 SHORT STORY **15** :10 SHORTEST STORY

The television spots are offered to local stations on ¾" tape. If a station requires a 16MM Film version, that may be ordered from the Ad Council.

The television spots are produced in two ways. There is one spot in :60, :30, :10 lengths which contains the "800" telephone number. There is also one spot in each length which does *not* contain the "800" telephone number, thus making it possible for a local television station to insert the name and telephone number of a local literacy program.

Since in most communities there are numerous literacy programs and it would not be practical to list all of them on these localized television spots, permission must be obtained from the Coalition for Literacy to have a local literacy program replace the national "800" telephone number. ONLY *ONE* LOCAL PROGRAM IN A COMMUNITY MAY OFFER THEIR TELEPHONE NUMBER TO A LOCAL TELEVISION STATION. When this local program replies to callers, the Coalition requires that referrals are made to all other programs in the community. To obtain clearance the local program should contact: Jean Coleman, Staff Liaison, Coalition for Literacy, American Library Association, 50 East Huron Street, Chicago, Il. **(312) 944-6780.**

Radio

All of the radio public service advertising messages are sent to stations on tape. This includes three sixty-second announcements and three thirty-second announcements. An example of two scripts appears below

16

RADIO—AS RECORDED TEXT—"Father" :60

FATHER: The . . . very . . . little . . . engine . . . (FADE OUT)

ANNCR: You're listening to what it's like to be functionally illiterate—unable to read a job application, a street sign, or a bedtime story to a child. Today in America, there are 27 million adults who are like this. 27 million! We could help them, but we need your help. Call the Coalition for Literacy at **1-800-228-8813** and volunteer. **1-800-228-8813**. The only degree you need is a degree of caring.

FATHER: I think . . . I . . . can . . . I think I can.

ANNCR: A message from the Ad Council.

17

RADIO—AS RECORDED TEXT—"Man" :60

MAN: Four . . . score . . . and . . . seven . . . y-ears . . . years . . .

ANNCR: America is being faced with a crisis . . . a crisis of people who can't read. Today, one out of five Americans are functionally illiterate. By the year 2000, it could be two out of three. America would be torn into two nations . . . a minority that can read —and a majority that can't. You can stop that. Call the Coalition for Literacy at **1-800-228-8813** and volunteer. **1-800-228-8813**. The only degree you need is a degree of caring.

MAN: . . . by the people . . . f . . . for . . . the . . . people . . .

ANNCR: A message from the Ad Council.

These announcements may be localized. ONLY ONE LOCAL PROGRAM IN EACH COMMUNITY MAY DO THIS WITH PERMISSION OF THE COALITION (see television instructions).

VOLUNTEER AGAINST ILLITERACY CAMPAIGN

ORDERING INSTRUCTIONS

Fill in quantity desired under the number(s) corresponding to the item(s) requested. Only one ad per publication is needed. Complete name and address, detach order form and mail to the address provided.

PRINT	1	2	3	4	5
CONSUMER MAGAZINE	☐ 7x10	☐ 7x10	☐ 7x10	☐ 7x10	
	☐ 4⅝s5	☐ 4⅝x5	☐ 4⅝x5	☐ 4⅝x5	☐ 7x10
	☐ 2¼x5	☐ 2¼x5	☐ 2¼x5	☐ 2¼x5	

PRINT	6	7	8	9	10	11
NEWSPAPER	☐ 4¼x3½	☐ 4¼x3½	☐ 4¼x10½	☐ 4¼x10½	☐ 4¼x10½	☐ 4¼x10½

PRINT	12
BUSINESS PRESS	☐ 8½x11
	☐ 4⅝x5
	☐ 2x10

T.V.	13	14	15	**RADIO**	16	17	18
	☐ :60	☐ :30	☐ :10		☐ :60	☐ :60	☐ :60
					☐ :30	☐ :30	☐ :30

SEND TO:

Norma Kramer, Campaign Manager
Volunteer Against Illiteracy Campaign
The Advertising Council
825 Third Avenue, New York, New York 10022
(212) 758-0400, Ext. 212.

The radio and television tapes are sent free of cost to the media. There is a charge to other individuals or groups of $25.00 each for TV tapes and of $5.00 each for radio tapes. Make your check payable to Coalition for Literacy.

Name and Address

____

____

____

References

Advertising Council. (1984a). Press Kit: Materials Presented at Campaign Press Conference.

Advertising Council. (1984b, December 12). Public Service News.

Advertising Council. (1985a). *Volunteer Against Illiteracy*. (Campaign Guide/Order Form/Broadsheet).

Advertising Council. (1985b, February). *Market Research Report*.

Advertising Council. (1985c, November 12). *Complete Benchmark Research Report, "Volunteer Against Illiteracy" Advertising Tracking Study, Wave II*.

Advertising Council. (1986a, April 15). *Report from Norma Kramer to Volunteer Against Illiteracy Campaign Task Force*. Re: Local and Network Television, 1985).

Advertising Council. (1986b, April 28). *Report from L. Ojeda to Gloria Lanza-Bajo*. Re: Local Television and Radio Response, 1985.

Advertising Council. (1986c, May 12). *Report from Norma Kramer to Volunteer Against Illiteracy Campaign Task Force*. Re: List of Newspapers Contributing Space.

Advertising Council. (1986d, May 19). *Report from Norma Kramer to Volunteer Against Illiteracy Campaign Task Force*. Re: Television Report, First Quarter, 1986 and estimated 1985 total.

Benton & Bowles. (1985, February). *Market Research Report*.

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Chapter 2

RELATED AND COMMISSIONED STUDIES

Secondary Table of Contents

McGrail

    Summary

McCune and Alamprese

    Summary

    Conclusions

    Recommendations

Fowler - Survey of Literacy Resources

    Summary of Findings

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    Methods

        The sample
        The data collection instrument
        Field procedures
        Field results

    Results

        About presenting the data
        The number of students
        Volunteer teachers
        Referrals from the Contact Literacy Center
        Budgets

    References

Summarizes three studies: McGrail (1984), which examines through literature search the number and character of adult illiterates, definitions of literacy, and representative literacy programs; McCune and Alamprese (1985), which discusses current literacy programs, makes recommendations for expanding the literacy system, delineates guidelines for new organizations and agencies, and provides recommendations for increased involvement of government, business, and industry; and Fowler (1986), a study commissioned by the Coalition for Literacy to examine nationally the impact of the Ad Council's "Volunteer Against Illiteracy" campaign's effect on program resources.

Chapter 2

RELATED AND COMMISSIONED STUDIES

Three studies are summarized in this chapter. The first, by Janet McGrail, "Adult Illiterates and Adult Literacy Programs: A Summary of Descriptive Data" (1984), presents the results of a literature search designed to summarize data about the number and character of adult illiterates, the definitions of illiteracy, and representative literacy programs.

The second, by Donald McCune and Judith Alamprese (1985), provides data about current programs, recommendations for expanding the current literacy system, guidelines for new organizations and agencies, and recommendations for increased involvement of government and business and industry.

These studies, though not commissioned by the Coalition for Literacy, present background for considering the findings of the third study, conducted by the Center for Survey Research, which was commissioned by the Coalition and was directed by Floyd J. Fowler, Jr., University of Massachusetts/Boston.

The Fowler study, "Survey of Literacy Resources: A Report of Methods and Basic Estimates" (1986), presents the results of a national study on program resources commissioned by the Coalition for Literacy and designed to evaluate the impact of the Ad Council's Campaign against Illiteracy.

The three studies complement each other and offer meaningful background for the remaining sections of the Newman study.

Note: Personal responses (interview, telephone, correspondence, and memoranda) are referenced in the text. They are not included in end-of-chapter references or in the master reference list. They are to be found in the ALA Coalition for Literacy archival files.

Summary

The objective of the McGrail report was to determine the extent to which answers to basic questions about illiterates and literacy programs could be provided by only summarizing written data that was the most up-to-date and valid.

Data on the number and characteristics of adult illiterates in the United States was summarized in a record section of the study. Data were drawn from a variety of sources. The following three were used extensively:

- ongoing surveys of the Bureau of the Census
- the Adult Performance Level (APL) Study conducted by the University of Texas at Austin from 1971 through 1975
- the 1970 Survival Literary Study and the 1971 follow-up study conducted by Louis Harris and Associates, Inc.

In the report the characteristics of adult illiterates were discussed by the investigator according to the following groups who evidenced high rates of illiteracy:

- the old
- minority groups
- the poor
- the unemployed (or those employed at low-skill jobs)
- residents of the South and rural areas.

Narrative related to each group furnished a brief description of those within the group accompanied by estimates of numbers of individuals who appeared to fit more nearly in a specified group. Such estimates required careful analysis on the part of the investigators because the five groups are not discrete. There is considerable overlap among members of groups.

In studies conducted in the 1970s and 1980s different ways were employed in defining literacy and determining who among the target population was illiterate based on the definition adopted. When the definition of illiteracy was based on the completion of less than 9 years of school as determined in the 1980 census (NCES, 1984), 24 million people age 25 and over (18 percent of the total population in this age range) were classified as illiterate or educationally deficient by the National Center for Education Statistics (NCES). When illiteracy was defined as less than 12 years of school, the figure on illiteracy rose to 45 million (34 percent). Even though figures differed, there were similarities in the results.

In the third section of the study available data on adult literary programs was summarized. The programs were discussed in the following sequence:

- state-administered programs of the Adult Education Act
- volunteer programs
- community-based programs
- programs in correctional institutions.

These four programs are aimed primarily at teaching basic literacy skills: the reading, writing, and communication skills needed to function in society in the present era.

Available information for each program area was presented according to:

- program characteristics
- number of participants/programs
- participant characteristics
- characteristics of participation.

The remaining part of Section 3 dealt with programs designed to teach the basic skills required to perform job or task requirements in a particular environment. These included:

- military programs
- programs in business and industry
- federal occupational training programs
- programs at colleges and universities.

Once again the information for each program was presented according to:

- program characteristics
- number of participants/programs
- participant characteristics
- characteristics of participation.

This project did not encompass the several additional adult literacy programs for which there is limited information. The contributions of these programs are, however, significant.

McGrail concludes that the kind of data needed to completely and accurately describe adult illiteracy services in the United States cannot be provided by the institutions, organizations and groups that fund and operate literacy programs. Based on such conclusions, McGrail recommends that future work should instead focus on identifying characteristics of illiterates in regard to their enrollment and persistence in a literary program in order to develop new strategies for recruitment and ensure retention. She further recommends that efforts should be devoted to creating an environment in which descriptive data on program and participant characteristics would be available. This environment, McGrail indicates, is the same as the one needed to initiate and/or improve program evaluation efforts. She points out the similarities to a recommendation made by Alamprese in

1984. She realistically acknowledges that this environment requires program staff with the skills needed to collect, analyze, and report on data; staff and participants willing to take part in data collection; and additional time and resources (see Appendix F.1).

McCune and Alamprese

Summary

The McCune and Alamprese (1985) study provides:

- descriptive data about the current activities and resource needs of 50 representative local literacy programs and the national organizations (including Contact Literacy Center) that provide them with leadership, coordination, and technical assistance;
- suggestions for expanding the current literacy system;
- guidelines for new organizations and agencies wanting to become involved; and
- recommendations for the increased involvement of state governments, federal government, and business and industry.

Conclusions

1. Local programs and national literacy organizations urgently need more resources.
2. "It will require the combined effort of the state governments, the federal government, and private sector to make substantial gains in a field where we currently are making only minimal progress."
3. Doubling or tripling the present literacy system will not meet the literacy need (27 million functionally illiterate adults and

"about 2.3 million persons are being added to the pool each year" (p. 20).

4. Increasing the literacy system will cost billions of dollars in the short run; in the long run, it will require alternative services and programs using computers and mass media.
5. Greater attention must be given to quality of instruction, professionalization of instructors, and management of staff.

Recommendations

For the expansion of local literacy providers:

- Federal government:
  - new funding for ABE
  - use of ABE funds for wider range of literacy providers
  - expand technical assistance capacity of Office of Adult Education.
- State government:
  - increase funding
  - establish statewide council
  - fund ongoing technical assistance.
- Business and industry:
  - grants for operating costs
  - donate in-kind services
  - encourage employees to become volunteers
  - provide grants for research and development, staff development, learning assessment; identify exemplary programs/practices, what constitutes effective teaching.

To expand national organizations:

1. Federal government: fund volunteer organizations; establish an independent institute on adult literacy
2. State departments: use Section 310 monies to fund pilot phase of a program
3. Business: fund operating costs
4. More funding from professional organizations (see Appendix F.2).

SURVEY OF LITERACY RESOURCES

A REPORT OF METHODS AND BASIC ESTIMATES

by

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Sponsored by

The Coalition for Literacy

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This report was prepared under contract to the Coalition for Literacy. Responsibility for data analysis and presentation rests solely with the author.

This study, commissioned by the Coalition for Literacy to "Provide an early reading on the impact of the Ad Council's Campaign Against Illiteracy on the resoures available to literacy programs and their level of activity" will not be published elsewhere and therefore is reproduced in its entirety in this chapter.

SURVEY OF LITERACY RESOURCES

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SUMMARY OF FINDINGS

A survey of a probability sample of literacy programs was carried out as part of the evaluation of the impact of the Ad Council's campaign against illiteracy. The campaign began early in 1985. The focus of the survey was changes in resources devoted to literacy efforts between fall 1984 and fall 1985.

The following are some of the findings that emerged from the data.

1. There were an estimated 400,000 adults enrolled in literacy programs in the fall 1985, up over 9 percent from the preceding fall.
2. Growth in enrollment was more evident among programs run by Literacy Volunteers of America (LVA), American Library Association (ALA), and Laubach than among ABE-affiliated programs.
3. The number of volunteer teachers increased about 29 percent between fall 1984 and fall 1985.
4. One feature of the campaign was an 800 telephone number at the Contact Literacy Center where potential teachers and students could learn about programs near their homes.
    a. Almost half of the literacy programs in the country received inquiries from potential teachers and a similar number from potential students referred by the Contact Center.
    b. About one-third of all literacy programs reported getting one or more new volunteer teachers via Contact referral, and the rate was similar for newly enrolled students.
    c. It is estimated that 8,000 new teachers and 10,000 new students came to literacy programs via Contact Center referral.

d. Given the average volunteer-to-student ratio of 4 to 1, it is clear that the ad campaign was distinctively effective in enlisting teacher volunteers. Half the 20,000 new volunteers reported by the literacy programs may be attributed to the Contact Center referrals.

5. The total budgets of literacy programs in 1985 are estimated to $109 million, up about 9 percent from the preceding year. This increase is of the same order of magnitude as the increase in student enrollment. However, the smaller, volunteer-oriented programs reported much more substantial gains, while the large ABE programs, on average, lagged behind the national average in budget increases.

Summary Table
CHANGES IN STUDENTS, TEACHERS, AND BUDGETS OF LITERACY PROGRAMS, FALL 1984 TO FALL 1985

	Fall 1984	Fall 1985	Percent change
Estimated number of students	395,000	400,000	+ 9.3%
Estimated number of volunteer teachers	75,000	96,000	+ 28.7
Median budgets			
ABE affiliates	$5,500	$6,000	+ 9.0
Laubach affiliates	500	900	+ 80.0
LVA, ALA, and other affiliates	2,500	5,000	+100.0
All programs combined	3,600	5,000	_ 38.0
Estimated total literacy program budgets	$100 million	$109 million	+ 9.0
Contact Literacy Center referral results			
New teachers	8,000		
New students	10,000		

Background

The Coalition for Literacy consists of 11 major national literacy-related organizations. The goals of the Coalition are to increase public awareness of adult illiteracy and to increase the resources to combat the problem.

In 1984 the Ad Council chose illiteracy as a target for one of its public service ad campaigns. Beginning early in 1985, advertisements in print and electronic media have called attention to the importance of illiteracy as a problem and urged adults who can teach or who need to learn reading skills to contact nearby programs. An 800 number leading to the Contact Literacy Center provides callers throughout the country with information about the literacy programs closest to them.

To assess the impact of this campaign, the Coalition for Literacy established an Evaluation Committee. As one part of its work, that committee let a contract to the Center for Survey Research (CSR) at the University of Massachusetts in Boston to collect data about the way literacy programs were affected, either directly or indirectly, by the Ad Council's efforts.

In the fall of 1985, CSR carried out a mail survey of a probability sample of literacy programs. Information was gathered about student enrollment, teacher volunteers, referrals from the Contact Center, and resources, with a particular focus on change between the fall of 1984, before the Ad Council campaign, and the fall of 1985.

The primary task of CSR was to design the sample and to carry out data collection. The primary purpose of this report is to describe the data collection procedures. In addition, this report contains some basic summary tables and estimates. However, the data are also being provided to the Evaluation Committee of the Coalition for further analysis. It will be responsible for explicating the results and their implications. This document should be considered a methodological resource to the Committee.

Methods

The sample. The Contact Literacy Center went to considerable effort to compile a comprehensive list of programs providing literacy services. That list was the frame from which the sample was drawn.

The Contact Center grouped programs by state. States were then ordered in serpentine fashion from Maine to California. In this way, the selection was implicitly stratified by state and region of the country.

Approximately half the literacy programs in the country are part of the Adult Basic Education (ABE) program. Other programs are sponsored by or affiliated with the Literacy Volunteers of America (LVA), Laubach Literacy Action, and the American Library Association; a few programs are not affiliated with any of these groups.

Programs with an ABE affiliation were sampled at a lower rate than other programs in order to strengthen the sample of other programs. If a program was affiliated with ABE only, the selection rate was 12 in 100. If a program had any other pattern of sponsorship, the rate of selection was 20 per 100. Hence, when data are aggregated, the ABE affiliates will have to be weighted by 1.67, or some variation thereon, to correct for this difference in rate of selection and to produce unbiased estimates.

The systematic sampling of the Contact Center list, applying the above specified rates, produced a probability sample of 716 programs.

The data collection instrument. In order to reduce respondent burden and maximize the rate of response, a real effort was made to minimize the demands of returning the questionnaire. Selected programs were asked to provide three kinds of information:

1. The number of students and teacher volunteers that were active in their programs during 4 months: November 1984, February 1985, May 1985, and September 1985.
2. Estimates of the number of students and teachers who had called the program as a result of going through the Contact Center number.
3. Program budgets for 1984-1985 and 1985-1986.

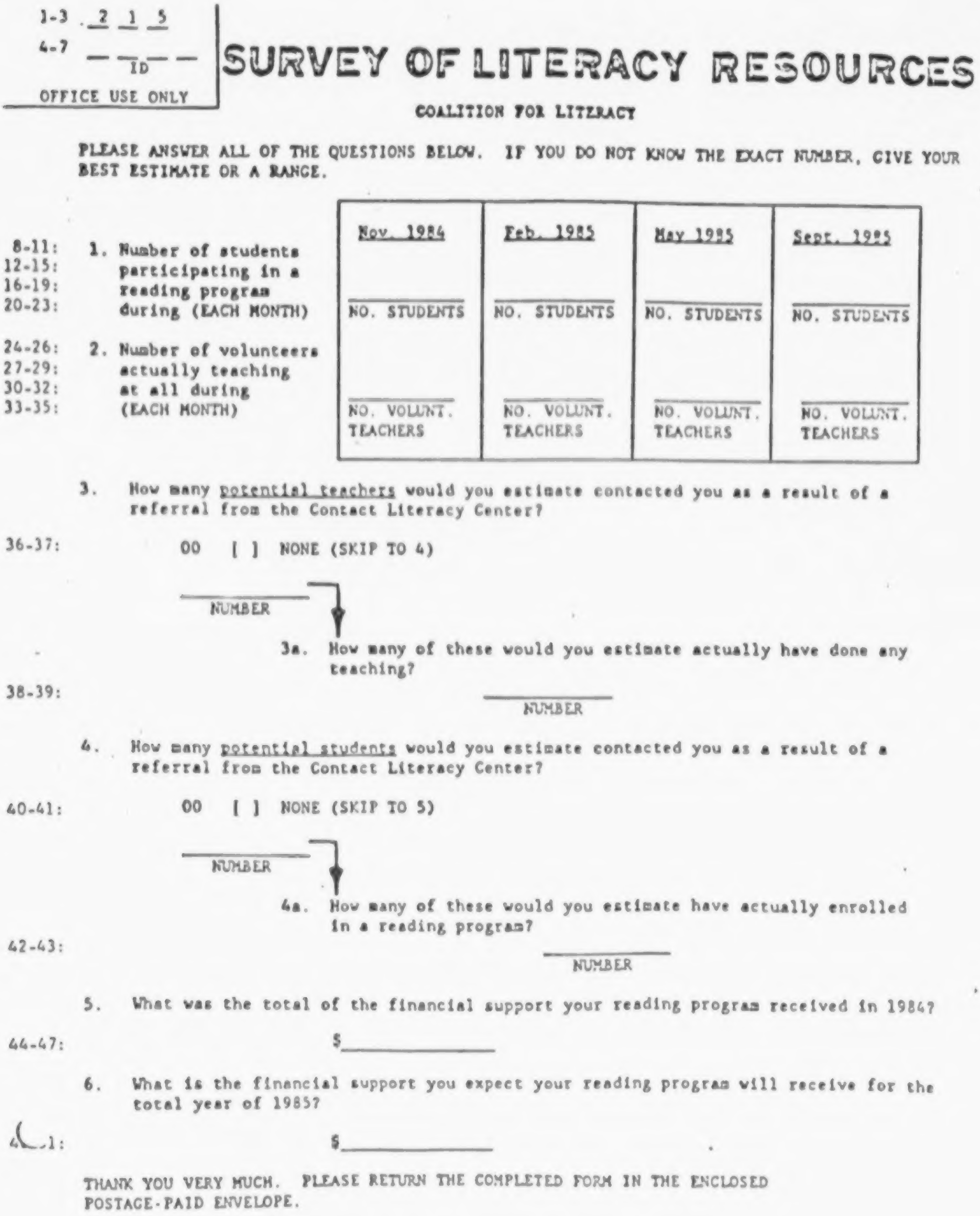
A copy of the questionnaire is appended (see Figure 2).

Field procedures. To improve the quality of reporting, each selected program director was sent an information copy of the questionnaire in the spring of 1985. It was accompanied by a letter from the Chair of the Executive Committee of the Coalition for Literacy, Violet Malone, and another from the Study Director. These are part of the total Appendices.

In the middle of September 1985, another copy of the questionnaire was sent to the program directors (see Figure 2), this time with a request to fill it out and return it. A postage-paid envelope was enclosed.

After 10 days, all selected programs were sent postcards reminding them to return their questionnaires. About 1 week later, a second questionnaire was mailed to each program director who had not responded. A cover letter stressed the importance of a high rate of return. Another self-addressed envelope was enclosed.

Figure 2
Survey of Literacy Resources Questionnaire



1-3 2 1 5
4-7 _ _ _ _ ID
OFFICE USE ONLY

SURVEY OF LITERACY RESOURCES

COALITION FOR LITERACY

PLEASE ANSWER ALL OF THE QUESTIONS BELOW. IF YOU DO NOT KNOW THE EXACT NUMBER, GIVE YOUR BEST ESTIMATE OR A RANGE.

		Nov. 1984	Feb. 1985	May 1985	Sept. 1985
8-11: 12-15: 16-19: 20-23:	1. Number of students participating in a reading program during (EACH MONTH)	NO. STUDENTS	NO. STUDENTS	NO. STUDENTS	NO. STUDENTS
24-26: 27-29: 30-32: 33-35:	2. Number of volunteers actually teaching at all during (EACH MONTH)	NO. VOLUNT. TEACHERS	NO. VOLUNT. TEACHERS	NO. VOLUNT. TEACHERS	NO. VOLUNT. TEACHERS

3. How many potential teachers would you estimate contacted you as a result of a referral from the Contact Literacy Center?

36-37: 00 [ ] NONE (SKIP TO 4)

________ NUMBER

3a. How many of these would you estimate actually have done any teaching?

38-39: ________ NUMBER

4. How many potential students would you estimate contacted you as a result of a referral from the Contact Literacy Center?

40-41: 00 [ ] NONE (SKIP TO 5)

________ NUMBER

4a. How many of these would you estimate have actually enrolled in a reading program?

42-43: ________ NUMBER

5. What was the total of the financial support your reading program received in 1984?

44-47: $________

6. What is the financial support you expect your reading program will receive for the total year of 1985?

4[illegible]1: $________

THANK YOU VERY MUCH. PLEASE RETURN THE COMPLETED FORM IN THE ENCLOSED POSTAGE-PAID ENVELOPE.

In the middle of October, 4 weeks after the initial mailing, CSR interviewers began telephoning programs which had not yet responded. When interviewers called, their goal was to find someone who could provide the information needed and to fill out the questionnaire. In all, telephone contact was attempted with over half the 700 sampled programs.

Virtually none of the people contacted refused to cooperate. The main problem was to reach the person who could provide the needed information. The basic instruction was for interviewers to make at least three different attempts at different times of the day and on different days to find an appropriate respondent. In many instances, interviewers made many more calls than that to try to find or reach the right person.

All of the calling was completed by the beginning of November. A few questionnaires came in after that, but all data collection was completed by November 15.

Field results. Table 1 presents results of the effort to collect data from the 716 selected programs.

For purposes of this survey, only programs that were actually running literacy classes to teach adults how to read and write were eligible. The lists turned out to include programs and individuals involved in activities related to literacy that did not fit this definition. Of the initial sample of 716, 136, about 18 percent, were found not be literacy programs as we defined them. They fell in three categories:

1. Ninety people who were involved in education, often in jobs related to literacy, but were not affiliated with a program directly running classes.

2. Thirty-four programs that were teaching students, but were not teaching them basic reading and writing; most were GED or ESL programs.
3. Twelve programs which were said to exist, but which had not had any students during the year covered by the study.

In addition, the eligible sample was reduced by 13 cases where there was double sampling. In these cases, an umbrella organization (usually at a state or county level) was on the sampled list, as well as the component programs for which it was responsible. Our policy was to exclude the umbrella organization, the larger unit, when we had an exhaustive listing of the component programs from which to sample.

With those deletions, there remained a total of 567 sampled programs. Completed returns were received from 458 of these.

Those not responding fall into three classes:

1. Forty-seven sampled programs that we were unable to contact by telephone, despite following all available leads. Hence, it is unknown whether or not these were active literacy programs.
2. Twenty-eight programs for which we were unable to make contact with the "right" person, the person who could provide the numbers we needed.
3. Thirty-one programs for which we contacted a knowledgeable respondent but were unable to get a completed return.

The calculation of the response rate, the percentage of the selected eligible sample for which data are available, is complicated by the 47 programs that were never able to contact. The basic question is whether or not those programs exist.

On the one hand, they had to exist at some point or they would not have made it onto the Contact Center's list. On the other hand, if our interviewers were unable to reach them, the odds are fairly good that at least some portion of them, if not all, have gone out of business.

Table 1
SAMPLE RESULTS

Total units selected		716
Confirmed not literacy programs		136
No classes	90	
GED, ESL, other kinds of classes, but no literacy classes	34	
Literacy program, no students	12	
ABE umbrella organization		13
Possible eligible sample		567
Contacted (or mail response received)	520	
Never contacted (eligibility not ascertained)	47	
Definitely eligible sample		520
Reached appropriate person, but return not completed	31	
Never reached appropriate person	28	
Other	3	
Completed return		458

Percentage eligibles responding: 458/520 = .88; 458/567 = .81. Which figure is most accurate depends on assumptions about how many of 47 programs never contacted were active literacy programs. Best estimate is in the middle, probably closer to 88 percent.

If one assumes that they were all active programs, the sample data represent 81 percent of the literacy programs known to the Contact Center. If none is in business any longer, the sample data represent 88 percent of the literacy programs known to the Contact Center. The true figure lies somewhere between those numbers. However, because such nonresponses tended to come from smaller programs, the percentage of literacy students and teachers represented in the sample data is probably closer to 88 percent than 81 percent.

Results

About presenting the data. The tables presented in this section will describe trends in the number of students and teacher volunteers from November 1984 through September 1985. Other tables present respondents' perceptions of referrals from the Contact Literacy Center and their results, and information about budgets.

Tables are broken down into three categories of program affiliation: (1) those that are affiliated with ABE; (2) Laubach-affiliated programs; and (3) the Library (ALA), Literacy Volunteers of America (LVA), and unaffiliated programs are all combined in a third group. This breakdown seemed important because ABE programs, on average, are much larger than the others, there are many more of them, and they rely much less on volunteers. Hence, what happens with ABE affiliates can dominate the total picture and mask contrary trends. The combination category was necessary because the small samples in those groups did not provide individually reliable data. Also, it was very common for LVA or unaffiliated programs to be associated with libraries. Joint affiliation in this category is common.

A second feature of the tables is that figures are presented for the first quartile, the median, and the third quartile. The first quartile is the number below which 25 percent of the programs in a particular category fall; the median is the value of the middle program; the third quartile is the number below which three-quarters of the programs in a category fall. The value of this approach to presenting the data is again to keep large programs from dominating the figures. Looking at the data separately by quartile in essence permits study of patterns for small, middle-sized, and large programs respectively.

Finally, in the bottom section of each table, projections are made for national totals, adjusting for our best estimates of the effect of nonrespondents on the data. The adjustment consistently used is to assume an effective response of 85 percent; projections from responding programs, presented in the first column, are increased by a factor of 1.18.

Like all projections, there is potential for error to the extent that our assumptions are imperfect. The resulting numbers are probably best used as indicators of direction and order of magnitude of change; the absolute accuracy of these figures should be evaluated by comparing them with information from other sources, a task we have not undertaken here.

The number of students. Table 2 presents the number of students reported to be enrolled in literacy programs in the 4 sample months. The data for all programs show a rise in the number of students among small, middle-sized, and large programs. ABE-affiliated programs grew somewhat less than other kinds of literacy programs, which grew 20 to 50 percent in some categories.

The third quartile among ABE-affiliated programs displayed an important exception to the general upward trend in enrollment. The number of students in these large ABE programs actually was lower in September 1985 than in May, though the September 1985 figure was higher than the November figure for 1984. This comparatively low September 1985 figure for ABE programs may reflect some effect from late starting programs. Whatever the explanation, because these are the biggest programs, this decline had an important dampening effect on the overall change figure at the bottom of the table. In the bottom of the table, projections were made for the total number of students. It can be seen that, overall, sample programs reported an increase of 9.3 percent in the number of students enrolled in September 1985, compared with November 1984. Our best estimate is that approximately 400,000 people were enrolled in literacy programs in September 1985.

Table 2
NO. OF STUDENTS IN LITERACY PROGRAMS,
1984-1985, BY TYPE OF PROGRAM

	Number of students			
Type of program	Nov. 1984	Feb. 1985	May 1985	Sept. 1985
ABE Affiliate				
1st quartile	10	10	9	12
Median	26	25	25	27
3rd quartile	77	87	91	84
LVA, Library, other				
1st quartile	9	11	15	13
Median	24	24	27	30
3rd quartile	74	70	78	80
Laubach				
1st quartile	9	9	8	10
Median	19	21	19	25
3rd quartile	64	80	85	94
All programs				
1st quartile	10	10	10	12
Median	25	25	25	27
3rd quartile	75	83	90	84

	Total students	
	Projected from respondents	Estimated, adjusting for nonresponse
November 1984	336,894	395,000
September 1985	340,030	400,000
Percent change	+9.3%	

Volunteer teachers. Table 3 presents comparable data related to the number of teacher volunteers, again broken down by program affiliation. One critical part of this table is that fewer than half the ABE programs report having any teacher volunteers; paid teachers are the mode. However, there was a clear and marked increase in the number of teacher volunteers reported by those programs that rely on volunteers. Many of the figures increased by as much as 50 percent over the year being studied.

The data at the bottom of the table projecting total volunteers is very helpful in providing perspective. The data indicate that there were 28.7 percent more teacher volunteers in the fall of 1985 than was the case in the fall of 1984--a very large increase. The projection from the sample is that there may be nearly 100,000 literacy volunteers affiliated with literacy programs in the country.

Table 3
NO. OF VOLUNTEER TEACHERS IN
LITERACY PROGRAMS, 1984-1985,
BY TYPE OF PROGRAM

	Number of volunteers			
Type of program	Nov. 1984	Feb. 1985	May 1985	Sept. 1985
ABE Affiliate				
1st quartile	0	0	0	0
Median	0	0	0	1
3rd quartile	4	5	5	6
Percent None	55%	52%	50%	50%
LVA, Library, other				
1st quartile	4	4	8	8
Median	13	15	20	20
3rd quartile	38	47	41	50
Percent None	20%	16%	12%	12%
Laubach				
1st quartile	5	5	5	5
Median	14	17	13	18
3rd quartile	52	62	71	74
Percent None	1%	3%	4%	5%
All programs				
1st quartile	0	0	0	0
Median	2	2	3	3
3rd quartile	15	18	20	21
Percent None	42%	39%	37%	37%

	Total volunteers	
	Projected from respondents	Estimated, adjusting for nonresponse
November 1984	63,481	75,000
September 1985	81,722	96,000
Percent change	+28.7%	

Referrals from the Contact Literacy Center. As mentioned in the introduction, one feature of the ad campaign effort was to provide an 800 telephone number where potential students and teachers could call for information about programs nearby. Respondents were asked how many calls they had received that they thought were referrals from the Contact Literacy Center, and the extent to which these inquiries resulted in students enrolling or teachers teaching. These data are represented in Table 4. The top of the table presents data with respect to teachers. It can be seen that about half of all programs responding reported receiving one or more inquiries from potential volunteer teachers that they thought were referred from the Contact Center. The average was nearly five inquiries per program. Moreover, 30 percent of all the literacy programs in the country obtained at least one volunteer teacher referred by the Contact Literacy Center, with an average yield of over two volunteer teachers per program in the country.

In the middle section of the table, comparable data are presented with respect to student inquiries. Again, almost half the literacy programs in the country received at least some inquiries from potential students that they thought were referred from the Contact Literacy Center. The average was over four per program.

Looking at the yield, over a third of the programs reported getting at least one student from the Contact Literacy Center, with the average being almost three students per program nationwide.

These data are summarized at the bottom of Table 4. The clear point that emerges from the overall estimates is that the Contact Literacy Center program was distinctively effective in generating teacher volunteers. In fact the number of inquiries relating to teaching exceeded inquiries

Table 4
RESULTS OF REFERRALS FROM
CONTACT LITERACY CENTER BY TYPE OF PROGRAM

Type of program	Percentage who had any volunteers inquiries from contact	Mean no.	Percentage who had any such volunteers teach	Mean no.
ABE affiliate	46%	3.7	27%	1.8
LVA, Library, other	51	8.6	39	3.9
Laubach	63	5.2	38	1.9
All programs	49	4.8	30	2.2

	Percentage with any student inquiries from contact	Mean no.	Percentage with any such student who enrolled	Mean no.
ABE affiliate	44%	4.3	36%	3.1
LVA, Library, other	46	4.7	35	3.1
Laubach	47	2.4	35	1.1
All programs	44	4.1	36	2.9

Referrals from Contact Literacy Center:

	Projected from respondent	Estimated, adjusting for nonresponse
Student inquiries	11,900	14,000
Students enrolled	8,547	10,000
Volunteer inquiries	14,275	17,000
Volunteers who taught	6,553	8,000

from potential students. The projected number of actual teachers generated from the Contact Center was only 2,000 less than the number of students the program generated, despite the fact that the ratio of volunteer students to teachers overall of 4 or 5 to 1. Indeed, though attaching causality to data such as these should be done only with great caution, the effect of the Contact Literacy Center program in recruiting volunteers seems likely to have been an important contributor to the 28 percent increase in the number of volunteer teachers that we observed in Table 3.

Budgets. Table 5 presents of the annual total budgets reported by respondents for 1984 and for 1985. It should be noted that some reports were for the calendar year and others were for the academic year, but that should not affect the analysis of the budget trends.

When one looks at the data for all programs, it can be seen that there was a major increase in the resources reported. Budgets were up 44 percent for the first quartile, up 38 percent for the median, and up 25 percent for the third quartile.

Looking at the breakdown by program type, however, it can be seen that the changes were not evenly distributed. The combined LVA, library, and unaffiliated programs reported the largest percentage increase, particularly for the smallest programs. In contrast, the ABE affiliates reported much more modest budget increases. The medium and large ABE programs, in particular, showed increases that were well below average. These are particularly important because ABE programs are such a large part of the literacy effort in this country.

When all the programs are averaged, despite the strong showing of the non-ABE programs, the dampening effect of the small increases for large ABE-affiliated programs produced an overall average increase of only 9 percent between 1984 and 1985. That clearly is well above the rate of inflation, but, as noted, is an average between the very small increases in the large ABE programs and the much larger percentage increases experienced by small, volunteer-oriented programs.

Finally, to produce an estimate of the total funds allocated to literacy programs, we had to make adjustments for the fact that almost 20 percent of responding programs did not report their literacy budget. The most common problem for respondents was an inability to break out the resources devoted to literacy from those devoted to other activities. Our estimates of total allocations to literacy programs use the assumption that those who gave us a budget estimate as a group were similar in size to those who did not. To the extent that the assumption is not correct, it will introduce some error into the estimate. However, using a simple straight-line adjustment, our projections is that approximately $109 million were allocated to literacy programs of the type we sampled in the United States in 1985 (see Appendix F.3).

Table 5
1984 AND 1985 BUDGETS FOR
LITERACY PROGRAMS BY TYPE OF PROGRAM

Type of program	1984	1985	Percent change
ABE affiliate			
1st quartile	$ 1,500	$ 2,000	+ 33%
Median	5,500	6,000	+ 9
3rd quartile	25,000	26,000	+ 4
LVA, library, other			
1st quartile	500	1,200	+240
Median	2,500	5,000	+100
3rd quartile	25,900	41,000	+ 58
Laubach			
1st quartile	100	100	---
Median	500	900	+ 80
3rd quartile	3,000	4,600	+ 53
All programs			
1st quartile	900	1,300	+ 44
Median	3,600	5,000	+ 38
3rd quartile	20,000	25,000	+ 25

Total literacy budgets:

	Projected from respondent	Estimated, adjusting for nonresponse*
1984	$70,064,334	$100,000,000
1985	76,355,102	109,000,000
Percent change	+9.0%	

* Adjusted for an estimated 15% no response at all plus 17% of respondents who did not report a budget. Projection should be treated with special caution, since it is based on the assumption that those not giving budget information are similar to those who did.

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Chapter 3

THE CONTACT LITERACY CENTER

Secondary Table of Contents

Description

Monthly Telephone ("Hot Line") Report

Quality Control

Clearinghouse Report

Summary

References

Describes the effect of the awareness campaign on the Contact Literacy Center, the information/referral clearinghouse which handles the "800" number calls generated by the awareness campaign.

Chapter 3

THE CONTACT LITERACY CENTER

Description

The Contact Literacy Center, a division of the Contact Center, Inc., is an information/referral clearinghouse. It handles the "800" number calls generated by the advertising campaign, referring volunteers and potential students to appropriate programs in their communities. In addition, it collects and disseminates information on literacy programs nationwide, publishes a monthly newsletter, the written word, and periodically updates and publishes a directory of literacy programs and centers.

The Center publishes a monthly report of the calls (see Appendix D.2 for summary of monthly reports) and other activities handled by the Contact Literacy Center Clearinghouse. Specifics of these two functions are described below.

Another major service of the Contact Center is providing up-to-date survey information and statistics on correctional institutions. Although correctional services were not monitored as part of the Coalition Awareness Campaign, the Corrections Compendium: The National Journal for Corrections Professionals, published by the Contact Center (Appendix D.4), provides background for considering such literacy efforts. Table 6, reproduced from the Compendium, provides information on a state-by-state basis of literacy provision in correctional institutions as provided by a survey conducted by the Contact Center from April to June 1985.

Note: Personal responses (interview, telephone, correspondence, and memoranda) are referenced in the text. They are not included in end-of-chapter references or in the master reference list. They are to be found in the ALA Coalition for Literacy archival files.

Table 6
Literacy Programs: State Correctional Institutions

State	Basic literacy programs	No. of inmates in literacy programs, 1984	Outside volunteers used in literacy	Inmates tutor other inmates	Adult Basic Education (ABE) programs	No. of inmates in ABE, 1984	GED prep & testing offered	No. of inmates complete GED, 1984	Total $$$ allocated educational programs; % of budget
ALABAMA	Yes	125	No	No	Yes	233	Yes	231	No specific allotment is marked for education, specific funding is channeled through Special Education Fund
ALASKA	Yes	Included in ABE	Yes; Anchorage Literacy Project (Laubach), Fairbanks Literacy Project	Yes	Yes	946, (includes literacy students)	Yes	128	$950,000; less than 1%
ARKANSAS	Yes	40-50	Yes; Laubach groups train tutors	Yes	Yes; (we are a public school which is the same as ABE)	1,000-1,1000	Yes	343	$35,616 allocated by the State, which is 0.18% of the department's total budget, $672,027 allocated by the Federal Government and other sources
CALIFORNIA	Yes	Approx. 2,500	No	Yes	Yes	Approx. 3,000	Yes	70	Approx. $26,000,000 (includes staff, operating, administrative); 2.9%
CONNECTICUT	Yes	Approx. 400	Yes; Literacy Volunteers of America	Yes	Yes	Approx. 2,800	Yes	387	$4.2 million
DELAWARE	Yes	84	Yes; Literacy Volunteers of America	Yes	Yes	665	Yes	74	$450,000; 1%
FLORIDA	Yes	Approx. 600 students (year) 400 tutors (year) 5,000 hours per month	Yes; Literacy Volunteers of America as tutor trainers	Yes	Yes	Over 4,000 inmates were enrolled during any one month during 1984, we don't have an unduplicated count on the total participation for the year	Yes	1,976 in 1983-84, year ending 6/30/84	Approx. $10 million; 4%
GEORGIA	Yes	3,000	No; (not routinely)	Yes; (serve as teacher aides)	Yes	8,000	Yes	1,000	N/A
HAWAII	Yes	N/A	Yes; Laubach, Volincor, Foster Grandparents	No	No	—	Yes	N/A	N/A
IDAHO	Yes	75	No	Yes	Yes	338	Yes	138	Of state dollars $200,870; 35% — an additional $795,000 for education from federal sources
ILLINOIS	Yes	Included in ABE	—	—	Yes	15,067; (includes literacy)	Yes	1,568, (1,443 adults, 125 juveniles)	$13,898.1; 3.9%
INDIANA	Yes	1,818	Yes; Laubach	No	Yes	1,422	Yes	483	$4,491,850; percentage of total operating budget unknown
IOWA	Yes	Included in ABE	No	Yes	Yes	870	Yes	286	$1,227,417; 2.38%
KANSAS	Yes, offered within ABE	Included in ABE	No	No, (there are inmate tutors but they are not specifically trained for this purpose)	Yes	Approx. 475	Yes	336	N/A
KENTUCKY	Yes	72	Yes; Laubach	Yes	Yes	305, (part time 6 hrs week, night), 1,041, (15 hrs week, day)	Yes	358	$852,551 (ABE/GED), $35,000 (college), $1,053,620 (vocational), adult institutions operations budget $45,450,026; 4.27%
LOUISIANA	Yes	312 (average monthly enrollment, includes special education & Chapter 1 programs)	No	No	Yes	273, (average monthly enrollment)	Yes	278	Approx. $1.5 million; 1.2%
MARYLAND	Yes	Approx. 675	No	Yes	Yes	1,737* May 1, 1984 enrollment; (*enrollment turnover generally 3 times/year)	Yes	521	$4.7 million, (we operate under Department of Education independently of Division of Corrections budget)
MINNESOTA	Yes	650	Yes, Minnesota Literacy Council (Laubach), Literacy 85	Yes	Yes	410	Yes	210	$5,000,000; approx. 8%
MISSISSIPPI	Yes	824, (includes GED)	Yes, Catholic Sister	No	Yes	824, (includes GED)	Yes	65 (out of 83 tested)	Approx. $278,000 for ABE
MISSOURI	Yes	135	Yes	Yes	Yes	1,958 (level I)	Yes	580	$2,248,104; 3%
MONTANA	Yes	10	No	Yes	Yes	318	Yes	20	$339,573 (includes operations & salaries); 3.85%
NEBRASKA	Currently being established	—	—	—	Yes	350, (includes GED)	Yes	200	$538,183
NEVADA	Yes	Approx. 200	No	Yes	No	—	Yes	N/A	N/A
NEW YORK	Yes	5,000 annually	Yes, Literacy Volunteers of America	Yes	Yes	3,800 annually	Yes	2,656	Approx. $30 million
NORTH CAROLINA	Yes	2,000	No	Yes	Yes	2,500	Yes	567	$4,370,041; 2%
NORTH DAKOTA	Yes	52	No	No	Yes	120	Yes	122	$142,000; 0.5%

Corrections Compendium, Contact Literacy Center, 1985

Table 6 (continued)
Literacy Programs: State Correctional Institutions

State	Basic literacy programs	No. of inmates in literacy programs, 1984	Outside volunteers used in literacy	Inmates tutor other inmates	Adult Basic Education (ABE) programs	No. of inmates in ABE, 1984	GED prep & testing offered	No. of inmates complete GED, 1984	Total $$$ allocated educational programs; % of budget
OHIO	Yes	1,846	Yes; Project Learn, JCARP, Literacy Volunteers of America, Newspapers in Education	Yes	Yes	4,470	Yes	1,001	$3,300,726, (includes federal & state funds)
OKLAHOMA	Yes	1,411	Yes; Literacy Volunteers of America, Laubach	Yes	Yes	1,411	Yes	560	$2,771,482
OREGON	Yes	Approx. 300	Yes, Oregon Literacy, Inc. (Laubach)	Yes	Yes	Approx. 300	Yes	270	$2,477,408, 5.10%
PENNSYLVANIA	Yes	N/A	Yes; Laubach	Yes	Yes	753 (average per prison)	Yes	N/A	$5,000,000
RHODE ISLAND	No, however plans under way to begin in the fall	—	No	Yes	Yes	Approx. 350	Yes	104	$450,000
SOUTH DAKOTA	Yes	150	No	No	Yes	150	Yes	80	$793, 425, 5%
UTAH	Yes	400	No	Yes	Yes	200	Yes	63	$700,000
VERMONT	Yes	Approx. 400	Yes; corrections volunteers	No	Yes	Approx. 200	Yes	50	Approx. $300,000; 1.8%
VIRGINIA	Yes	812	Yes; Literacy Volunteers of America	Yes	Yes	3,500	Yes	845	Dept. of Correctional Education $8.9 million — separate from Dept. of Corrections, so is not represented in that budget
WASHINGTON	Yes	Included in ABE	Yes	—	Yes	818 (includes literacy)	Yes	N/A	$5,013,704
WEST VIRGINIA	Yes	38 tutors trained, approx. 80 students served	Yes; Literacy Volunteers of America	Yes	Yes	830 (includes adults, juveniles & GED)	Yes	276 (adults & juveniles)	$368,015, 4.4%
WISCONSIN	Yes	—	Yes; Laubach	Yes	Yes	—	Yes	—	—
FEDERAL BUREAU OF PRISONS	Yes	8,264	Yes; Literacy Volunteers of America, Laubach, tutors from community	Yes	Yes	Included in literacy — programs are one in the same	Yes	2,836	$73 million; 3.4%
GUAM	Yes	7	No	No	Yes	15	Yes	None	None budgeted from DOC — funds are federal from Guam Community College

Corrections Compendium, Contact Literacy Center, 1985

Monthly Telephone ("Hot Line") Report

The Contact Literacy Center Monthly Report (Appendix D.1) provides the total number of Ad Council related calls received each month and the average number of calls each day categorized as to:

- number of potential volunteers (number male, number female, number unidentified gender),
- number of potential students (number male, number female, number unidentified gender); number of students who called for themselves and the number who called for someone else (and who it was they called for); and the sex of the actual caller,
- number of general information calls (sex breakdown) and who/what type or organization generated the calls (literacy programs, libraries, colleges, private citizens, etc.), and
- additional calls (count not included in total) received during the month, i.e., hang-ups, pranks, call-backs, and wrong numbers.

The Hot Line Report also includes:

- comments concerning calls received from potential volunteers, including background information (employment background, age, etc.), specific brochures requested, and anecdotal material,
- comments concerning calls received from potential students, including age breakdown, specific areas of need (ESL, GED, learning disabled/dyslexia, etc.), as well as material, and
- comments concerning general information requests received including specific brochures requested (and number), the most requested information during the month, and anecdotal material (see Appendix D.4 for the 1985 Literacy Hot Line Report).

Table 7 is a compilation of statistics from the monthly Hot Line Reports with breakdowns by month of the number of calls in categories (i.e., volunteers, students, general information, and time of day call was received) and indicates that there was an increase in calls from both potential volunteers and students, with September showing the largest increase in most areas.

Although not specifically asked, about 40 percent of the callers volunteer information as to where they saw the Contact numbers. This information was then recorded and summarized by media, type, and source.

After-hours calls on the answering machine were also recorded, including the average number of calls by shift and hour.

A monthly state-by-state breakdown of the calls received on the Hot Line is attached to the report.

Quality Control

A special log to record incoming calls was developed in 1983 and updated in 1985. This form, the Activity Information Sheet, is used as the basis for quality control evaluation. Every call that comes in to the Literacy Center on the Hot Line is recorded on the Activity Information Sheet. Weekly, a random selection of 10 percent of calls in each of three categories is made (i.e., volunteers, students, and calls for general information). This selection is made by a person in administration apart from the literacy staff. A questionnaire is then mailed to these randomly selected respondents. Incoming responses are examined by Mel Walker (personal response [telephone] concerning quality control, unpublished), in charge of quality control, and responses to the questions are categorized as to speed, courtesy, relevance, overall quality of experience with the Hot Line, and whether the client was able to add or report on satisfaction with local programs. If there is no problem noted, the form goes to administration for recording; if a problem is noted, the response is given to

Table 7
LITERACY CENTER HOT LINE STATISTICS
JANUARY-DECEMBER 1985

								Time of day call received		
Month	Number of calls	Percent volunteers	Percent students	Percent general info.	Number volunteers	Percent male	Percent female	8 a.m.- 12 a.m.	12 a.m.- 4 p.m.	4 p.m.- 8 p.m.
Jan	962	53.7%	21.3%	24.9%	517	25.7%	74.1%	44.5%	43.7%	11.7%
Feb.	1,269	64.7	21.5	13.7	839	26.8	73.2	45.1	43.6	11.3
March	2,350	70.0	19.3	10.7	1,644	27.0	72.9	48.7	38.7	12.6
April	3,551	74.5	17.0	8.5	2,647	23.8	76.0	44.3	36.4	19.4
May	2,743	77.2	14.0	8.8	2,118	25.8	74.2	34.5	40.8	20.1
June	2,620	76.8	14.2	9.0	2,013	23.8	76.2	38.2	41.7	19.8
July	2,499	74.4	13.2	12.4	1,860	23.5	74.4	37.3	38.6	21.3
August	3,591	75.5	14.4	10.1	2,711	22.7	76.7	37.9	39.8	21.0
Sept.	3,587	73.3	18.4	8.3	2,631	24.6	75.1	41.1	38.4	18.4
Oct.	3,200	70.8	18.6	10.5	2,267	26.5	73.5	40.3	39.3	20.4
Nov.	3,424	66.7	23.7	9.6	2,283	26.5	72.9	41.0	40.5	17.9
Dec.	1,926	70.4	17.8	11.8	1,355	30.5	69.4	40.7	41.4	17.0
TOTALS	31,749[a] 2,646[c]	70.7%	17.8%	11.5%	22,885[b] 1,907[d]	25.5%	74.2%	41.1%	40.2%	17.5%

Note: Totals given in percentages are averages per year.

[a] Year-end total
[b] Year-end total
[c] Monthly average for the year
[d] Monthly average for the year

Rhonda Kadavy for follow-up. She then reports back to Mel Walker. At the end of each month, a synopsis is given to Rhonda by administration.

Clearinghouse Report

This report totals the number of requests received, and includes a breakdown of the types of requests (number of volunteers, number of students, number requesting brochures, etc.).

It also documents the number of pieces of information sent to the Contact Literacy Center for use by the personnel in the Center, including: (1) abstract/resource material; (2) books [library]; (3) newsletters; and (4) program updates.

The number of contacts made to gather information, including the number of program update sheets received during the month, is also included, as well as other contacts such as promoting, thank yous, follow-ups, etc.

The contacts received are categorized by type of organization they represent, i.e., literacy program, adult basic education programs, libraries, media, etc. The hours spent on literacy by staff and volunteers is recorded.

The final item - administrative notes - contains information on time frames. Seventy-two percent of direct requests were handled within a 3-day time frame. Local resources were notified once a month of the calls received from their area. Personnel changes involving the literacy staff, noteworthy projects and activities, and meetings attended by the literacy staff were also summarized.

Summary

The Contact Literacy Center, an information referral service located in Lincoln, Nebraska, responds in writing to literacy-related "800" number inquiries generated by the Coalition's "800" number.

The Contact Literacy Center logged an average of 2,646 calls per month in 1985, from a low of 962 in January to a high of 3,587 in September.

In December 1984, when the Ad campaign was introduced, 521 calls were received on the Hot Line. A year later, in December 1985, 1,926 calls were received, an increase of 370 percent. As evidenced by the rise in the number of calls during the first year of the campaign, it appears probable that the ad campaign has had a direct and significant impact on public awareness of the problem of adult literacy.

In addition to maintaining the Hot Line, the Contact Center, through its Clearinghouse, disseminates brochures, site information, and other materials as requested by callers. A resource guidebook listing national literacy programs is also available. The Contact Center gives a monthly report to the Coalition documenting the volume of calls, sex of callers, purpose of calls, and for whom calls are made.

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Chapter 4

RESOURCES

Secondary Table of Contents

- Introduction
- Human
  - Volunteer
  - Paid
- Site
- Funding
- Other
- References

Documents the effect of the awareness campaign on the number of volunteer and paid literacy workers involved in Laubach Literacy Action and Literacy Volunteer of America, and in selected state-administered Adult Basic Education programs; on sites used for literacy instruction; on literacy-related funding from public and private sources; and on a host of "other" contributions to the literacy movement.

Chapter 4

RESOURCES

Introduction

Resources for meeting the literacy needs of the United States were defined as falling into four major categories: human, site, funding, and other. This chapter is divided into these categories. Each category is further subdivided.

Human Resources are subdivided into volunteer and paid literacy workers. Volunteer and paid resources are further subdivided into Laubach Literacy Action (LLA), Literacy Volunteers of America (LVA), and volunteers in two state-administered ABE programs, New Jersey and New York.

The site resources section provides data for the two major volunteer literacy organizations and for the state of New York.

Funding examines the changes in public and private giving for literacy.

"Other" looks at the broad array of literacy-related contributions by the media, corporations and foundations; associations and organization; national, state, and local government; and individuals.

This chapter is particularly significant because it documents the "increase in human, site, and funding resources available to combat the problems of the functionally illiterate adult."

Chapter 4

SECTION 1 ON RESOURCES (HUMAN): VOLUNTEER

Secondary Table of Contents

Resources: Volunteer

- Volunteers in Coalition groups
- Laubach Literacy Action (LLA) and Literacy Volunteers of America (LVA)
  - Laubach Literacy Action
  - Literacy Volunteers of America
  - State-administered programs
  - Length of service of volunteers
- Summary

Resources: Volunteer

Volunteers in Coalition groups. There are several organizations and programs involved in the literacy movement that profit from the services given by volunteers. Literacy Volunteers of America (LVA) and Laubach Literacy Action (LLA) are the two major volunteer literacy organizations involved in providing direct tutoring, literacy information, and technical assistance. State-administered adult education programs funded under the Adult Education Act--Adult Basic Education (ABE), Adult Secondary Education (ASE), and English-as-a-Second Language (ESL)--also use volunteers. Some local libraries have joined partnership with LVA and LLA to provide on-site literacy programs which use volunteers. These efforts are supported by the American Library Association (ALA) through technical assistance and the brokering of information about literacy activities and issues.

Laubach Literacy Action (LLA) and Literacy Volunteers of America (LVA). Both LLA and LVA reported an "increase" in informal contacts to their main offices from 1980 to 1985, although neither organization was collecting specific data on routine information requests in 1980.

Laubach Literacy Action. Peter Waite, Executive Director, Laubach Literacy Action, Syracuse, New York, reported receiving approximately 870 contacts for information in 1985 which he estimated as being twice as many as were received in 1980 (see Table 8). Of the 870 contacts, approximately 620, or 71 percent, were made by private citizens requesting information about becoming a volunteer, how to organize a literacy program, or

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Note: Personal responses (interview, telephone, correspondence, and memoranda) are referenced in the text. They are not included in end-of-chapter references or in the master reference list. They are to be found in the ALA Coalition for Literacy archival files.

the location of literacy programs in their area. Business and civic organizations each made 50 contacts, or approximately 6 percent each, of the total contacts requesting information about how to become involved in the literacy effort. Libraries and media (press, television, radio) made 150 contacts, or approximately 17 percent of the total contacts in 1985. Libraries requested information about how to organize literacy programs while the media requested statistics about the literacy problem (P.A. Waite, personal communication, October 16, 1986; November 9, 1985; November 15, 1985).

Table 8
CONTACT DATA
FOR LAUBACH LITERACY ACTION (1985)

Contacts	1980*	1985
Private citizens		620
Businesses		50
Civic organizations		50
Libraries and media		150
Total		870

* Information not available

According to Mr. Waite, the total number of volunteers in the LLA program has significantly increased from 25,000 in 1980 to 50,100 in 1985, reflecting just over a 100 percent increase (see Table 9). This increase also represents the changes from 1980 to 1985 in the number of volunteers functioning as tutors and "other" referring to support functions such as recruitment and fund raising. The number of volunteers functioning as tutors increased from 20,000 in 1980 to 40,080 in 1985, while the number of volunteers functioning as support increased from 5,000 in 1980 to 10,020 in 1985 (P.A. Waite, personal communication, October 15, 1985, November 9, 1985).

Table 9
VOLUNTEER DATA FOR LAUBACH LITERACY ACTION (1980 AND 1985)

Function	1980	1985	Percent increase/decrease
Tutors	20,000	40,080	+100
Counselors	-	-	-
Paraprofessionals	-	-	-
Other*	5,000	10,020	+100
Total	25,000	50,100	+100

* "Other" refers to support functions as fund raising and recruitment.

Literacy Volunteers of America. Jinx Crouch, Executive Director, Literacy Volunteers of America, Syracuse, New York, reported a dramatic increase in telephone calls and letters between 1980 and 1985. Daily telephone requests are received and letters have increased from approximately five a week in 1980 to 12 to 15 a week in 1985. Mrs. Crouch reported receiving a much greater increase in contacts following national publication of articles such as the Reader's Digest September 1985 article, "America's Secret Shame." To accommodate these increased requests, LVA has installed more telephone lines and increased their staff by one full-time field staff person and one public relations person. They are in the process of developing a system to collect data on contacts.

Mrs. Crouch cited other signs of increased public awareness in recruitment of students and volunteers. While there was a 20 percent increase in student enrollment from 1984 to 1985, the proportion of basic reading students as compared to English-as-a-Second Language students increased from 60 percent to 70 percent--probably as a result of the emphasis on literacy in the public awareness activities. In 1984, with 94 out of 168 programs reporting, 70 percent of the total volunteers were females as compared to 90 percent prior to 1984. This increase in male volunteers indicates that men are becoming more aware of the literacy problem (J. Crouch, personal communication, October 17, 1985; November 7, 1985).

In terms of volunteers, Mrs. Crouch reported significant increases of volunteers in the LVA programs. The total number of volunteers increased from 7,122 in 1980 to 14,241 in 1985, reflecting a 100 percent increase (see Table 10). The number of volunteers functioning as tutors increased from 6,209 in 1980 to 11,961 in 1985, representing a 93 percent increase. The number of volunteers functioning as "Other" in administrative roles such as program management, recruitment, and fund raising increased from 913 in 1980 to 2,280 in 1985, an increase of 150 percent (J. Crouch, personal communication, October 17, 1985; November 7, 1985).

Table 10
VOLUNTEER DATA FOR LITERACY VOLUNTEERS OF AMERICA (1980 AND 1985)

Function	1980	1985	Percent increase/decrease
Tutors	6,209	11,961	+ 93
Counselors	-	-	-
Paraprofessionals	-	-	-
Other*	913	2,280	+150
Total	7,122	14,241	+100

* "Other" refers to administrative functions such as program management, fund raising, and recruitment.

Such listings of volunteers may sometimes be inflated because they may also be counted under the totals for the state volunteer agencies and organizations. Some of these organizations and agencies are funded by state-administered ABE programs (personal interview, Jinx Crouch, 5/6/86).

State-administered programs. Mary Seibles (U.S. Department of Education) reported that the National Adult Education Network has increased from 175 state and local adult education practitioners in 42 states in 1983 to over 600 in 50 states in 1985.

According to Ms. Seibles, 23,117 volunteers were used in 1984 in the state-administered adult education program funded under the amended Adult Education Act P.L. 91-230 (see Table 11). Volunteers were used to expand services in basic literacy and English-as-a-Second Language classes in 37 states. Volunteer tutors numbered 19,649, while 3,468 volunteers provided clerical assistance or served in recruitment, child care, administration, transportation, public relations, instruction, and counseling. She also provided a breakdown of how each state uses volunteers in the adult education program. Prior to 1984, the number and function of volunteers was not maintained (M. Seibles, personal communication, October 15, 1985; November 21, 1985).

Table 11
VOLUNTEER DATA FOR
STATE-ADMINISTERED ADULT EDUCATION PROGRAMS* (1984)

Function	1980**	1985	Percent increase/decrease
Tutors	-	19,649	-
Counselors	-	-	-
Paraprofessionals	-	-	-
Other***	-	3,468	-
Total	-	23,117	-

* Those programs funded under the Adult Education Act, P.L. 91-230.
** The number and function of volunteers were not maintained prior to 1984.
*** "Other" refers to functions such as recruitment, child care, clerical, transportation, and administrative activities.

Pat Lang (U.S. Department of Education) reported that in 1985 the Clearinghouse for Adult Education received an average of 200 contacts a month and disseminated over 400 publications a month. The Clearinghouse was established in 1981 to provide information about the state-administered adult education programs funded under the Adult Education Act and other related adult education activities. Table 12 shows how the states use volunteers in the adult education program. Comparison data for 1980 was not available. (P. Lang, personal communication, October 23, 1985; November 13, 1985).

Table 12

HOW EACH STATE USES VOLUNTEERS IN THE ADULT EDUCATION PROGRAM*
1984

State or Territory	NUMBER OF VOLUNTEERS REPORTED	TUTOR	ADM.	RECRUITMENT	CLERICAL	TRANSPORTATION	CHILD CARE	OTHERS
Total:	23,117							
Alabama **		X		X	X			
Alaska	150	X			X			
Arizona	736	X	X	X	X	X	X	
Arkansas	40	X		X				
California **		X				X		
Colorado	100	X			X			
Connecticut	185	X			X			
Delaware **		X		X				
Florida **		X		X	X		X	
Georgia **		X		X	X			
Hawaii **		X						
Idaho	90	X			X			
Illinois	2,000	X						
Indiana **		X						
Iowa	125	X		X				Advisory Council
Kansas	150	X		X	X	X		
Kentucky	3,000	X	X	X	X	X	X	Life Skills
Louisiana	332	X						
Maine	50	X					X	
Maryland	868	X	X	X	X	X		
Massachusetts	61	X						
Michigan	512	X		X		X	X	Life Skills
Minnesota	700	X						Teacher Aides
Mississippi	150	X						
Missouri	150	X			X			
Montana	None							
Nebraska	1,025	X	X	X	X	X	X	Public Relations; Advisory Council
Nevada **		X						
New Hampshire	874	X						
New Jersey **		X		X				
New Mexico	100	X		X	X	X	X	
New York	2,000	X		X		X	X	Life Skills
North Carolina	600	X		X				
North Dakota	12	X						
Ohio	133	X		X	X			
Oklahoma	204	X						Tchr. Aides
Oregon	200	X						Tchr. Aides
Pennsylvania	420	X			X	X		Tchr. Aides
Rhode Island	354	X						Tchr. Aides
South Carolina	3,527	X		X	X	X		Public Relations
South Dakota	105	X				X		Life Skills
Tennessee	2,000	X						
Texas	554	X						Counselors
Utah **		X	X	X	X	X	X	Life Skills
Vermont	150	X				X		
Virginia	850	X						
Washington **		X			X			Tchr. Aides
West Virginia	500	X						
Wisconsin **		X						
Wyoming	110	X						
Dist. of Columbia **		X		X	X		X	
Guam								
Puerto Rico								
Virgin Islands								
American Samoa								
Trust Territory								

*Information taken from States and Annual Narrative and Performance Reports.

** States did not report number of volunteers used in their adult education program. However, a summary of their volunteer activities is included.

Seibles, M. (1985). Status report on how each state uses volunteers in adult education programs. Washington, DC: United States Department of Education, Division of Adult Education.

According to Dr. Barry Semple, Director of the Bureau of Adult and Continuing Education, New Jersey State Department of Education, Trenton, New Jersey, the state of New Jersey has dramatically increased the use of volunteers in Adult Basic Education (ABE) programs between 1980 and 1985 (see Table 13). (B. Semple, personal communication, October 9, 1985; November 11, 1985; December 11, 1985).

Table 13
VOLUNTEER DATA FOR ADULT BASIC EDUCATION PROGRAMS
IN THE STATE OF NEW JERSEY (1980 AND 1985)

Function	1980	1985	Percent increase/decrease
Tutors	10	1,013	+10,030
Counselors	-	-	-
Paraprofessionals	-	-	-
Other*	2	47	+ 2,250
Total	12	1,060	+ 8,733

* "Other" refers to functions such as clerical and public relations.

Garrett Murphy, Director of Continuing Education, New York State Education Department, Albany, New York, reported the 1984 volunteer statistics for the New York State ABE programs. There was a total of 3,791 volunteers; 3,779 were tutors, 12 were counselors. In 1985, the number of tutors grew to 4,381, representing a 16 percent increase; the number of counselors lessened to 10, which represented a decrease of 17 percent. The numbers and functions of volunteers were not maintained prior to 1984 (see Table 14) (G. Murphy, personal communication, October 7, 1985).

Table 14
VOLUNTEER DATA* FOR NEW YORK STATE
ADULT BASIC EDUCATION PROGRAMS (1984)

Function	1980**	1984	1985	Percent increase/decrease
Tutors	-	3,779	4,381	
Counselors	-	12	10	
Other	-	-	-	
Total	-	3,791	4,391	+16

* Includes LVA volunteer number since LVA national headquarters receives some funding from New York State ABE programs (Garrett Murphy, personal communication, April 23, 1986).

** The number and function of volunteers were not recorded prior to 1984.

Length of service of volunteers. The only organization to respond to the question of length of service of volunteers was Literacy Volunteers. In a letter, Jinx Crouch, Executive Director, reported:

> It is important to realize that Literacy Volunteers of America, like most other volunteer organizations, retains only about 50 percent of its volunteers for more than one year. Therefore, to increase the total number of volunteers from 6/30/84 to 6/30/85 by 3,052, over 8,000 volunteers were trained during that year. (J. Crouch, personal communication, October 17, 1985; October 18, 1985; November 7, 1985).

She also reported the ages of the volunteers are evenly distributed across the age categories of 17,24, 25,35, 36-44, 45-55, and older (J. Crouch, personal communication, October 17, 1985; November 17, 1985).

Summary

Laubach Literacy Action and Literacy Volunteers of America report an increase in informal contacts from 1980 to 1985. Peter Waite, Executive Director, reported that Laubach Literacy Action received 870 contacts in

1985. Of this number, 71 percent of the requests were made by citizens; 6 percent by business, 6 percent by civic organizations, and 17 percent by libraries and media. Jinx Crouch, Executive Director of Literacy Volunteers of America, reports a 20 percent increase in male volunteers in 1984 as a sign of increased public awareness to the literacy effort. Both groups report nearly a 100 percent increase in tutors for 1985 over 1980.

The Office of Adult Education in the U.S. Department of Education reports that in the National Adult Education Volunteer Network in 1983 there were 175 state and local adult education practitioners in 42 states compared to over 600 in 50 states in 1985. This office reports 23,117 volunteers in ABE programs in 1984. During 1985 the U.S. Clearinghouse of Adult Education received 200 contacts a month and disseminated over 400 publications a month.

The combined total number of volunteers in Laubach Literacy Action and Literacy Volunteers of America has increased from 32,122 in 1980 to 64,341 in 1985, reflecting an increase just over 100 percent.

Chapter 4 (continued)

SECTION 2 ON RESOURCES (HUMAN): PAID LITERACY WORKERS

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Resources: Paid Literacy Workers

- State-administered programs
- New Jersey
- New York State
- Volunteer literacy organizations: general
- Volunteer literacy organizations: Laubach Literacy Action
- Volunteer literacy organizations: Literacy Volunteers of America
- Summary

Resources: Paid Literacy Workers

State-administered programs. Although an examination of paid literacy workers in all state-administered programs was not feasible within the scope of this study, two members of the Coalition who were state directors were asked to provide information on their states: Dr. Barry Semple of New Jersey and Garrett Murphy, New York State. The data examined includes paid literacy workers and site information within the state programs for the years 1980 and 1985.

New Jersey. According to figures reported by Dr. Barry Semple, formerly Director of the Bureau of Adult and Continuing Education for the state of New Jersey, the total number of paid literacy workers declined from a total of 1,565 in 1980 to 1,469 in 1985, a 6 percent decrease (see Table 15). The number of teachers decreased from 1,213 in 1980 to 1,126 in 1985, a 7 percent decrease. The number of paid literacy workers functioning as counselors has decreased from 88 in 1980 to 86 in 1985, representing a 2 percent drop. The number functioning as paraprofessionals increased from 44 in 1980 to 53 in 1985, showing a 20 percent increase. Local administrative personnel decreased from 107 in 1980 to 103 in 1985, representing a 4 percent drop, while state administrative personnel remained the same. "Other" paid personnel (trainers and public relations support staff) decreased from 110 in 1980 to 98 in 1985, an 11 percent decrease. (B. Semple, personal communication, October 9, 1985).

Table 15
THE NUMBER AND FUNCTION OF PAID LITERACY WORKERS
IN NEW JERSEY ADULT BASIC EDUCATION (ABE) PROGRAMS (1980 and 1985)

Functions	1980	1985	Percent Increase (+) Decrease (-)
Teachers	1,213	1,126	- 7
Counselors	88	86	- 2
Paraprofessionals	44	53	+20
Local administrative personnel	107	103	- 4
State administrative personnel	3	3	No change
Other	110	98	-11
Total	1,565	1,469	- 6

Note. From personal correspondence from B. Semple, October 9, 1985).

Note: Personal responses (interview, telephone, correspondence, and memoranda) are referenced in the text. They are not included in end-of-chapter references or in the master reference list. They are to be found in the ALA Coalition for Literacy archival files.

New York State. According to figures reported by Garrett Murphy, Director of Continuing Education, New York State Education Department, Albany (personal communication, October 7, 1985; April 23, 1986) and Dr. Russell Kratz, Chief of the Bureau of Adult and Continuing Education Project Development, Albany (personal communication, April 17, 1986), the total number of paid literacy workers functioning as teachers decreased from a total of 2,152 in 1980 to 1,396 in 1984, a 35 percent decrease (see Table 16). However, in 1985 the total increased from 1,396 to 2,127, a 52 percent increase. Paid literacy workers functioning as counselors increased from 122 in 1980 to 141 in 1984, a 16 percent increase. The number continued to increase from 141 in 1984 to 222 in 1985, an additional 57 percent increase. The number of paraprofessionals decreased from 369 in 1980 to 248 in 1984, a 33 percent decrease. However, in 1985 the number increased from 248 to 366, a 48 percent rise. Local administrative personnel increased from 118 in 1980 to 126 in 1984, a 7 percent increase. The number increased from 126 in 1984 to 310 in 1985, a 146 percent increase. State administrative personnel remained the same at 15 for 1980 and 1984. There was a drop from 15 to 14 in 1985, a 7 percent decrease. Comparison of 1980 to 1985 shows paid teachers decreased from 2,152 in 1980 to 2,127 in 1985, a 1 percent decrease but new funding allowed many teachers to instruct for more hours per week. Counselors increased from 122 in 1980 to 222 in 1985, an 82 percent increase. Paraprofessionals decreased from 369 in 1980 to 366 in 1985, a 1 percent decrease. Local administrative personnel increased from 118 in 1980 to 310 in 1985, a 163 percent increase. State administrative personnel decreased from 15 in 1980 to 14 in 1985, a 7 percent decrease (see Table 16).

A state appropriation of 10 million dollars together with a 7 million dollar appropriation from the mayor of New York City accounts for the large increase in personnel between 1984 and 1985. Fifty thousand additional students are now being served. These monies are divided among schools, community-based organizations, libraries, and Literacy Volunteers of America. Because of the 17 million dollar increase in state funds for Adult Basic Education (ABE) and other literacy programs for 1985, the ad campaign appears to be having a significant impact, especially in New York City, where approximately one-third of the total amount was contributed and where the campaign has generated more students than volunteers. Mr. Murphy noted that the amount of the total appropriation enabled the State Education Department and the Office of the Mayor of New York City to contribute more money to community-based organizations, libraries, and Literacy Volunteers of America.

Mr. Kevin Smith, Executive Director, Literacy Volunteers of America, New York State (personal communication, May 2, 1986), notes that 98 percent of their funds come from the New York State Education Department. The remaining 2 percent is derived from private sources. He also noted that the Education Department supports seven local affiliates and 48 state-level affiliates of LVA. The original source of these monies is the federal government through 310 projects. No monies are available at the New York state government level for volunteer programs at this time.

Table 16
THE NUMBER AND FUNCTION OF PAID LITERACY WORKERS IN NEW YORK STATE ADULT BASIC EDUCATION (ABE) PROGRAMS (1980, 1984, and 1985)

	1984-85			1984-85			1980-85		
Function	1980	1984	Percent increase decrease	1984	1985	Percent increase decrease	1980	1985	Percent increase decrease
Teachers	2,152	1,396	-35	1,396	2,127	+52	2,152	2,127	-1
Counselors	122	141	+16	141	222	+57	122	222	+82
Parapro-fessionals	369	248	-33	248	366	+48	369	366	-1
Local administrative personnel	118	126	+7	126	310	+146	118	310	+163
State administrative personnel	15	15	0	15	14	-7	15	14	-7
Total	2,776	1,926	-31	1,926	3,039	+58	2,776	3,039	+9

Note. From personal correspondence from G. Murphy (October 7, 1985 and April 23, 1986), and R. Kratz, April 17, 1986).

Volunteer literacy organizations: general. Laubach Literacy Action (LLA) and Literacy Volunteers of America (LVA) are volunteer literacy organizations which are staffed for the most part by volunteers at national, state, and local levels. However, like state administered programs such as New Jersey and New York, they do have some paid personnel. In this section the types of paid personnel will be examined for LLA and LVA.

Volunteer literacy organizations: Laubach Literacy Action. The total number of paid literacy workers not including VISTA involved with Laubach Literacy Action increased by 102 between 1980 and 1985, an increase of 85 percent (see Table 17). The increase is broken down as follows: national office, an increase of 30 (75 percent); state administrative personnel, an increase of 22 (73 percent); and local administrative personnel, an increase of 50 (100 percent). The remainder of the workers are VISTA volunteers. VISTA figures rose from a total of 50 in 1980 to 500 in 1985, an increase of 900 percent. The total number of literacy workers in all categories rose from 170 in 1980 to 722 in 1985, an increase of 325 percent. (P. Waite, personal communication, October 16, 1985).

Table 17
THE NUMBER AND FUNCTION OF PAID LITERACY WORKERS
IN LAUBACH LITERACY ACTION (LLA) (1980 and 1985)

Functions	1980	1985	Percent Increase (+) Decrease (-)
Teachers	0	0	No change
Counselors	0	0	No change
National office personnel	40	70	+ 75
Local administrative personnel	50	100	+ 100
State administrative personnel	30	52	+ 73
Subtotal	120	222	+ 85
Other (VISTA Volunteers)	50	500	+900
Total	170	722	+ 325

Note. From personal correspondence from P. Waite, October 16, 1985).

Volunteer literacy organization: Literacy Volunteers of America (LVA). (J. Crouch, personal communication, October 17, 1985). LVA also increased their paid personnel at the national headquarters from five in 1980 to 11 in 1985, an increase of 120 percent.

Summary. The preceding sections provide the change in paid literacy workers for the two major volunteer organizations--Laubach Literacy Action (LLA) and Literacy Volunteers of America (LVA)—as well as the states of New Jersey and New York, two states with representatives on the National Coalition.

Paid literacy workers with LLA increased 85 percent from 1980 to 1985. The VISTA volunteers with LLA increased 325 percent during the same period.

Paid literacy workers at the national headquarters of LVA increased 120 percent between 1980 and 1985. Additional services are provided by VISTA volunteers, student interns, and other volunteers. At the local level, about one half of the programs (approximately 100) have no paid staff.

The total number of paid literacy workers in New Jersey decreased 6 percent from 1980 to 1985.

Paid Adult Basic Education (ABE) literacy workers in New York State increased 9 percent for the period 1980 to 1985.

Chapter 4 (continued)

SECTION 3 ON RESOURCES: SITES

Secondary Table of Contents

Resources: Sites
- Introduction
- General
- State-administered: New York state
- LLA literacy sites
- LLA sites located in libraries, churches, and private homes
- Urban, Suburban, and Rural LLA Distributions
- LVA literacy sites
- Summary

Resources: Sites

Introduction. Sites refers to the meeting places for instructors/ tutors where instruction takes place. In state-administered programs sites are generally in a school building. The Laubach Literacy Action sites and those for Literacy Volunteers of American are not generally in schools. Other sites are also described.

General. In this section site data will be discussed at the national level for Laubach Literacy Action (LLA) and Literacy Volunteers of America (LVA), and at the state level for New York. Site data were not available for the state of New Jersey. In terms of numbers of sites, the state-administered programs have the most sites, and for this reason New York State information will be discussed first.

State-administered: New York State. The total number of Adult Basic Education (ABE) sites in New York State increased by 102 between 1980 and 1985 (see Table 18). In 1980 the site total was 276 compared to 378 in 1985, an increase of 37 percent. Broken down into types of sites, these increases range from a low of 33 percent increase in those located in businesses to a high of 43 percent in sites located in libraries. School sites increased 37 percent and sites located in churches and other places each increased 37 percent.

Urban sites increased from 180 in 1980 to 246 in 1985, an increase of 37 percent. Suburban sites increased from 27 in 1980 to 37 in 1985, also

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Note: Personal responses (interview, telephone, correspondence, and memoranda) are referenced in the text. They are not included in end-of-chapter references or in the master reference list. They are to be found in the ALA Coalition for Literacy archival files.

an increase of 37 percent. Sites located in rural areas increased 38 percent.

Table 18
THE NUMBER AND LOCATION OF
ADULT BASIC EDUCATION (ABE) SITES IN NEW YORK STATE (1980 and 1985)

Type of site	1980	1985	Percent Increase (+) Decrease (-)
Businesses	12	16	+33
Churches	24	33	+38
Libraries	7	10	+43
Schools	131	179	+37
Other[a]	102	140	+37
Total	276	378	+37
[a] Breakdown of "Other":			
Hospitals	12	16	+33
Community-based organizations	53	73	+38
Jails	21	29	+38
Colleges	3	19	+533
Migrant camps	13	3	-77
Number of New York State ABE sites in selected areas:			
Urban	180	246	+37
Suburban	27	37	+37
Rural	69	95	+38

Note: From personal correspondence from G. Murphy, October 7, 1985.

Although settings for Adult Basic Education (ABE) classes are traditionally thought of in such places as churches, libraries, and schools, this is not always the case. Many are located in hospitals, Community Based Organizations (CBOs), jails, colleges, and migrant camps.

For example, there were 12 ABE sites located in hospitals in 1980; in 1985 the number rose to 16--an increase of 33 percent. In 1980 there were

53 CBOs as compared to 73 in 1985--an increase of 38 percent. Sites located in jails have increased by eight. In 1980 the total was 21 as compared to 29 in 1985, an increase of 38 percent (see Table 19).

Table 19
THE NUMBER AND LOCATION OF SPECIAL
ADULT BASIC EDUCATION (ABE) SITES IN NEW YORK STATE (1980 and 1985)

Type of site	1980	1985	Percent Increase (+) Decrease (-)
Hospitals	12	16	+33
Community based organizations	53	73	+38
Jails	21	29	+38

Sites located in colleges and migrant camps have seen the greatest fluctuation. The number of sites located in colleges increased by 16. In 1980 the total was three as compared to 19 in 1985. This is a 533 percent increase. Conversely, sites located in migrant camps decreased by 10. In 1980 the total was 13 as compared to three in 1985. This is a 77 percent decrease (see table 20). Murphy attributes this drop to the fact that the colleges have begun running most of the migrant camp sites instead of their being run by the migrant camps themselves.

Table 20
THE NUMBER AND LOCATION OF COLLEGE AND MIGRANT CAMP
ADULT BASIC EDUCATION (ABE) SITES IN NEW YORK STATE (1980 and 1985)

Type of site	1980	1985	Percent Increase (+) Decrease (-)
Colleges	3	19	+533
Migrant camps	13	3	- 77

LLA literacy sites. Nationwide, the number of Laubach Literacy Action volunteer literacy sites increased by 142. In 1980 the total was 586 as compared to 728 in 1985, an increase of 24 percent (see Table 21).

LLA sites located in churches, libraries, and private homes. Between the years 1980 and 1985, the number of LLA volunteer church literacy sites grew from a total of 176 to 218 -- an addition of 42 sites reflecting a 24 percent increase. During this period there was also a 25 percent increase in sites located in libraries and a 24 percent increase of sites in private homes.

As the numbers of church, library, and private home literacy sites grew at an almost parallel percentage rate, the percentage breakdown of types of sites remained the same. In both 1980 and 1985, churches provided 30 percent of the literacy sites, libraries provided 20 percent, and 50 percent of the literacy sites were in private homes.

Urban, suburban, and rural LLA distributions. Urban, suburban, and rural concentrations have stayed about the same. Of the 46 states in which LLA sites are located, there seems to be an even distribution of sites among them. Urban areas have 30 percent of the sites, suburban 60 percent, and rural 10 percent (see Table 22). The number of locations within each type of site increased 24 percent.

Table 21
THE NUMBER AND LOCATION OF VOLUNTEER LITERACY SITES FOR LAUBACH LITERACY ACTION (1980 and 1985)

Type of site	1980 & 1985 percent location	1980	1985	Percent Increase (+) Decrease (-)
Businesses	0	0	0	No change
Schools	0	0	0	No change
Churches	30	176	218	+24
Libraries	20	117	146	+25
Other (private homes)	50	293	364	+24
Total	100	586	728	+24

Table 22
SITES FOR LAUBACH LITERACY ACTION -- URBAN, SUBURBAN, AND RURAL (1980 and 1985)

Type of site	1980 & 1985 percent location	1980	1985	Percent Increase (+) Decrease (-)
Urban	30	176	218	+24
Suburban	60	352	437	+24
Rural	10	59	73	+24

Note: From personal correspondence from P. Waite (October 16, 1985).

LVA literacy sites.[1] There were 92 LVA programs in 11 states in 1980. In 1985 32 states had a total of 218 programs. The Mid-Atlantic states had the most with 69 programs. New England had 43, South Atlantic 39, East North Central 14, Pacific 9, Mountain 6, West South Central 4, and East South Central states (Kentucky) had 1. Forty percent of these sites are in local neighborhood community centers such as YMCAs, universities, ABE centers, or commercial office space.

Overall the change in the number of volunteer literacy sites has increased by 126. In 1980 the combined total was 92 as compared to 218 in October 1985, an increase of 137 percent.

The percentage of library literacy sites maintained by LVA has remained about the same. In both 1980 and 1985 the percent breakdown was 50 percent in libraries, 40 percent in other public places mutually convenient to the tutor/student, and 10 percent in churches (see Table 23).

Table 23
THE NUMBER AND LOCATION OF VOLUNTEER LITERACY SITES IN LITERACY VOLUNTEERS OF AMERICA (1980 and 1985)

Type of site	1980 & 1985 percent location	1980	1985	Percent Increase (+) Decrease (-)
Libraries	50	46	109	+137
Other public locations	40	37	87	+135
Churches	10	9	22	+144
Total	100	92	218	+137

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[1] J. Crouch, personal communication, October 17, 1985). Reactions by J.C. at Milwaukee AAACE meeting to Evaluation Questionnaire, 2.22, 2.23. Also, Literacy Volunteers of America, Inc. (1984085). 1984-1985 annual report: LVA Literacy Volunteers of America, Inc., Syracuse, NY. Author. Geographic region classifications were taken from: United States summary, 1980, pp. 309-313. U.S. Government. Region breakdowns based on the 186 sites listed in the annual report, not on the new figure of 218 reported in October.

Summary. Adult Basic Education (ABE) sites in New York State increased by 37 percent between 1980 and 1985.

Laubach Literacy Action volunteer literacy sites increased by 24 percent between 1980 and 1985.

Literacy Volunteers of America literacy sites increased by 137 percent between 1980 and 1985.

The use of library sites by LLA has increased 25 percent from 1980 to 1985. In addition, an increase of 24 percent of sites in churches and private homes occurred. The percentage of library literacy sites maintained by LVA remained about the same. In both 1980 and 1985 the percentage breakdown was 50 percent in libraries, 40 percent in other public places mutually convenient to the tutor/student, and 10 percent in churches.

Chapter 4 (continued)

SECTION 4 ON RESOURCES: FUNDING

Secondary Table of Contents

Resources: Funding

- Change in amount of funding to adult literacy (1980-1985)
- Public funding
- Private funding
- Summary
- References

Resources: Funding

Change in amount of funding to adult literacy (1980-1985). Marked change has taken place in the balance of funding provided for adult literacy in the last 5 years. Public funding, that which comes primarily from the federal government and is often initiated by law, has remained about the same. Private funding from individuals or groups not connected with the government has increased substantially.

Volunteerism, growing at a phenomenal rate in the last 5 years, continues to exist largely at the goodwill of business and industry. The amounts of giving and the types of givers to adult literacy programs vary widely, however.

Literacy-related funding is difficult to substantiate because, if it is included at all, it is often included as an undifferentiated item in a larger budget.

The sections below provide background to the above conclusions.

Library search and interviews with other government officials led to the figures included in the tables in this section (see Table 24, "Major Sources Examined to Provide Literacy Data"). "Adult Literacy" was available as a descriptor in only one source--the Annual Register of Grant Support (volumes 1979-1985); either "Adult Education" and/or "Continuing Education" were searched in other periodicals. Appropriate items in the Federal Directory (1985). . . and Department of Education Directory (1985). . . were highlighted for the study by Ms. Susan Green of the Federal Adult Literacy Initiative.

Note: Personal responses (interview, telephone, correspondence, and memoranda) are referenced in the text. They are not included in end-of-chapter references or in the master reference list. They are to be found in the ALA Coalition for Literacy archival files.

Personal, mail, and telephone interviews were conducted with the following people to gain responses to a previously mailed questionnaire (Appendix P) as well as to supplement and corroborate published findings:

1. Jean Coleman, ALA (1985)
2. Judy Fernald, NACAE (1985)
3. Susan Green, U.S. Department of Education, ALI (October 1, 1985; December 1, 12, 16, 1985; March 27-28, 1986)
4. Jean Hammink, B. Dalton Booksellers (1985)
5. Gary Hill, Contact Literacy Center* (September 1985[2]; October 1, 1985)
6. Pat Lang, U.S. Department of Education (1985b)
7. Jorie Mark, U.S. Department of Education (1985; October 10, 1985; March 11, 18, 27, 1985; May 1986)
8. Lynn Ross Wood, NACAE (1985; October 1, 1985; October 4, 1985)
9. George Spicely, U.S. Department of Education (1985; March 13, 1986)

* A written response to the questionnaires was received only from Gary Hill.

Table 24
MAJOR SOURCES
EXAMINED TO PROVIDE LITERACY DATA

Descriptors searched	Source
Adult Education	Annual Register of Grant Support. Wilmette, IL: National Publishing Company (Vols. 1979-1985).
Adult Education & Continuing Education	Bauer, David. (1985). The Complete Grants Sourcebook for Higher Education. New York: MacMillan Publishing Co.
Adult Education	Catalogue of Federal Domestic Assistance. (1980-1985). Washington, DC: Government Printing Office.
	Department of Education Appropriations by Account.* (1986, February 5). Washington, DC: Department of Education Budget Records, Unpublished Account, 3 pp.
	Department of Education Directory: Adult Serving Programs in the U.S. Department of Education. (1985, August). Washington, DC: Clearinghouse on Adult Education**
	Federal Directory: Adult Education Related Programs in the Federal Government. (1985, August). Washington, DC: Clearinghouse on Adult Education.**
Literacy	Read, P., & Garanzik, E. (Eds.). (Vols. 1980-1986). The Foundation Grants Index (9th-15th eds.). New York: The Foundation Center.
Adult Education	Schlacter, G. (1984). Directory of Financial Aids for Minorities, 1984-1985. Santa Barbara, CA: ABC-CLIO Information Services.

* Used for crosschecking other government sources.
** Appropriate entries highlighted by Susan Green.

Public funding. The number one funder of literacy instruction in the United States is the federal government, which alone spends over a billion dollars a year on literacy or literacy-related programs. Early in the study, as the result of a call to the newly appointed director of the

National Advisory Council on Adult Education, the investigator was directed to confer with the Director of the Federal Interagency Committee on Education (FICE). In subsequent months, FICE verbally shared some of its preliminary data from a concurrent study on interagency funding by the Washington Consulting Group (personal response [telephone/correspondence/letter] G. Spicely, 1985-86). The complete study will not be ready before this study goes to press.

Some historical perspectives may be useful at this point. Federal/state-administered adult education programs began in 1965 under the authority of the Economic Opportunity Act at a funding level of $18.6 million per year. In 1966 the program was placed under the auspices of the Elementary and Secondary Education Act, Public Law 91-230 (April 30, 1970). it seeks to expand educational opportunities for those 16 years and older not attending public school who lack sufficient skills to function effectively in society. According to the Office of Vocational and Adult Education, there are approximately 2.6 million men and women enrolled in adult basic, adult secondary, and English-as-a-second language bilingual instruction (Lang, 1985a). Programs are located throughout the 57 states and territories and are served by over 40,000 teachers.

According to the Department of Education, federal funding increased from $18.6 million in 1979 to $100 million for each of the years, 1980, 1981, and 1982 (Lang, 1985). The increased government funding generally focused on citizens of the U.S. who are potentially employable, that is, on those 16 years of age or older who otherwise lack sufficient skills to function effectively in society.

Tables 25 and 26 (see end of this chapter) list federal funding to adult literacy and adult literacy-related categories from 1980 to 1985.

Some funds are allocated directly to programs by the federal government and others go through state governments.

Included in Table 25 are the recipients of Education for the Handicapped.

Migrant education received funds under several headings.

Some bilingual vocational programs are funded by the Department of Education.

The Office of Education was listed as funding Native American programs during the early years of the 1980s. The Department of Education, as it has been called since 1981, also funds Native American programs.

State-administered programs have consistently provided funds for adult literacy education.

Listings for the U.S. Department of Education also included Work Study funding for Colleges and Universities.

Thus, the listings in Table 25 are judged to be adult literacy- or literacy-related.

Table 26 (see end of chapter for Funding tables) shows federal departmental spending (excluding Department of Education spending) for adult literacy-related programs (1980-1985). In the interest of clarity, specific dollar amounts are not included in the following text, but are available in the tables.

The Department of Agriculture did not specify amounts.

Defense provides direct funding for educational services to the Army, Navy, Marine Corps, and Air Force, for which the 1985 amounts are specified; amounts were not specified for job-oriented or remedial training.

Health and Human Services listed monies for refugees, immigrants, emergency adult education programs, and the Headstart Adult Literacy Program.

Interior provides funds for Indian education, the Bureau of Indian Affairs (Basic Skills and Adult Secondary), and Indian Employment Assistance.

Justice provides to three programs money which probably has literacy-related components : citizenship, prisons, and Basic Skills and Adult Secondary Education.

Labor funds High School Equivalency programs, Job Corps, disadvantaged, dislocated workers, and Native American Programs.

Apart from direct departmental funding, the Veterans Administration funds Post Vietnam Era Veterans' Education Assistance; Survivors' and Dependents' Educational Assistance; and Veterans' Educational Assistance.

Adult education programs are also funded through the Library of Congress (Books for the Blind and Physically Handicapped) through the ACTION Program, the Administration on Aging, and the Community Services Adminstration.

In summary, two departments, the Department of Labor and the Department of Health and Human Services, funded over $1 billion in 1985 to literacy related activities. ACTION and programs for older Americans received the least funding. The programs of Cooperative Extension and Home Economics and Nutrition in the Department of Agriculture do not provide grants, only educational services.

Programs supported by the Department of Labor are focused on those who are potentially employable. There is an emphasis in the Department of Health and Human Services on refugee assistance.

Adult literacy efforts in the Department of Defense are aimed at teaching basic skills to allow service people to function adequately in the military. The Department of the Interior funds some programs for native

Americans, while the Department of Justice supports programs for citizenship training, prisons, and basic skills and secondary education.

There were five other non-departmentalized literacy related programs supported by the Federal Government during the 1980-1985 period. Three of these benefited veterans, their survivors, and dependents.

It is on this base of government funding that interested private funders have now been able to build.

Private funding. The number two funder of literacy in the United States is the combination of foundations and corporations. Some companies are spending large sums for remediation of their own employees.

By contrast, private funding of remedial training has increased in companies where literacy is a demand.

> In recent years, businesses have poured millions of dollars into employee literacy programs and community grants, says Paul Jurmo, of the Business Council for Effective Literacy, a non-profit foundation formed...to encourage and track such efforts.
>
> He credits the burst of corporate giving to a combination of altruism and enlightened self-interest (Dolezal, 1985).

American Telephone and Telegraph (AT&T) spends $6 million per year for employee remedial education. The Ford Motor Company, in collaboration with the United Auto Workers, spent $166,000 in a Dearborn, Michigan, plant in 1985 for the same purpose (Dolezal, 1985; see also Table 27 at end of chapter).

Table 27, for which there are 118 entries, gives a listing of literacy-related giving by foundations, corporations, and by the Business Council for Effective Literacy.

The steady increase in grants to literacy from the private sector was documented by information from Foundation Grants Index (Volumes 1980 through 1986) (see Appendix M), as well as by newsletters, letters, memos, and articles (see Appendix N). Such documentation could not be found for 1980. Where documentation is available, the increases are impressive. (For the Lutheran Church Woman, for example, the 1980 funding was $45,000 for direct program expenses; for 1985 there was $110,000 in direct funding [Lane, 1986a].)

Funding by associations and organizations was investigated through the major sources mentioned in Table 24 as well as through various articles, newsletters, memos, and miscellaneous documents (see Appendix N). In most instances, exact figures were not provided, or were not broken down specifically.

There are some instances which indicate that associations and organizations are giving to literacy. For example, in 1985 the American Association of Advertising Agencies gave $1,000 to the Coalition for Literacy, the American Newspaper Publishing Society gave $1,000, and the Magazine Publishers Association gave $5,000.

The entries for the Association of American Colleges list a $500,000 contribution to the Humanities (General) in 1980 and $425,000 for each of the years 1981, 1982, and 1983, but no figures are listed for 1984 or 1985 (Annual Register of Grant Support, Vols. 1979-1985). Because the sums were not broken down, it is impossible to determine direct amounts allocated to adult literacy.

In addition to the funding which could be documented, associations and organizations support adult programs through a variety of "other" contributions (see section on "Other" contributions in this chapter). Such giving indicates increased awareness and commitment on the part of associations and organizations, as well as a possible resource for the future.

Other memberships through contributions also increased significantly in 1985.

Summary. The government, through the Department of Education and other departments, is the number one funder (over $1 billion per year) of literacy-related programs in the United States. Overall, government funding has not increased substantially between 1980 and 1985. While some programs such as Compensatory Education for the Disadvantaged and Education for the Handicapped have shown slight increases, others such as Indian Education and Bilingual Education have shown decreases. State-administered Adult Basic Education programs have continued to be funded at approximately the same level of $100,000,000 per year since 1980. Government funding is directed at potentially employable, job market candidates.

The number two spenders on adult literacy are foundations and corporations, for which giving has dramatically increased since 1980. Such private giving is focused mainly on programs within the community either by directly funding them or by developing awareness programs which encourage local giving.

Organization and association giving received little attention in reference sources. Of the data examined, organization and association giving in comparison to that of the government and corporations/foundations was small. The preponderance of giving by organizations and associations has been in the form of becoming more involved in literacy activities (see "Other" section).

Literacy-related funding is difficult to substantiate due to undifferentiated budgets and discrepancies between information sources.

Table 25
FEDERAL DEPARTMENTS: EDUCATION
ADULT LITERACY RELATED (1980 - 1985)
($ Millions)

Dept.	1980	1981	1982	1983	1984	1985
1			[7.5 prior to 1985][a]			6.3[b]
2	681.3	784.0	681.6	648.6	721.5	738.5[b,c]
3						32.5[b]
4						0.5
5	4.8	4.0	3.7	3.7	3.7	3.7
6	5.9[d]		5.2[d]		2.3[d]	
7				14.4[e]		
8	6.9	6.2	5.9	6.6	6.7	9.9
9	5.8	5.4	5.4	5.2	5.5	2.9[f,a,g]
10	52.0	58.2	55.0	48.5	51.0	50.3
11	15.6	14.5	14.9	12.6	12.0	11.8
12	100.0	100.0	86.4	95.0	100.0	102.0[h,g]
13				340.0	706.0	749.1
14	2.5	17.6[i]				
15	2.5					
TOTALS:	877.6	989.8	858.1	1,174.6	1,608.7	1,707.5

Note See Recipient Key following table for Department names. Bracketed items are ranges of giving and cannot be stated as specified amounts; therefore, they are not included in the totals.

a Green, S. (1985).
b Division of Adult Education. (1985, February).
c The basic skills component in vocational education was $145 million in 1984 and $147 million in 1985.
d *Annual Register of Grant Support*.
e Bauer, D. (1985).
f Projected for Indian Education.
g *Catalog of Federal Domestic Assistance* (1980-1985).
h This figure was obtained from Lynn Ross Wood (see Wood, 1985) and includes supplemental funds for state-administered programs additionally allocated for 1985.
i Program funded for 1981 only - was abolished later (Lang 1986).

Table 25
RECIPIENT KEY

Number	Recipient
1	High School Equivalency Program: Migrant Education
2	Vocational Education
3	Vocational Rehabilitation Service Project
4	Bilingual Education Act (Title VII) Family English Literacy Program
5	Bilingual Vocational Training
6	Office of Education (1980)/Department of Education: Native Americans
7	Higher Education-Coop. Education
8	Vocational Education Programs for Indian Tribes and Indian Organizations
9	Adult Indian Education (Part C)
10	Indian Education (Part A) to LEAs and Tribal Schools
11	Special Programs for Indian Adults (Part B)
12	Adult Education: State-Administered
13	Colleges and Universities (Work Study)
14	Adult Education Programs for Adult Immigrants
15	Emergency Adult Education Programs

Note: Figures and/or program titles in numbers 2, 4, 5, 8, 9, 10, 11, 12, and 13 were supplied or confirmed by Dr. Jorie Lester Mark, Adult Education Program Liaison, U.S. Department of Education.

Table 26
FEDERAL DEPARTMENT FUNDING (EXCLUDING EDUCATION)
ADULT LITERACY RELATED (1980, 1985)

Department	Recipient	1980	1985
Agriculture	Cooperative Extension System, Home Economics & Human Nutrition Programs		DNS[a]
Defense	Air Force Educational Services Program		$3,426,000[b,c]
	Basic Skills Education Program (Army)		$15,627,000[b,c]
	Functional Skills Enhancement Program (Navy)		$5,400,000[b,c]
	Job Oriented Skills Program (Navy)		DNS[a]
	Marine Corps Basic Skills Program		$558,785[c]
	Navy Academic Remedial Training		DNS[a]
SUBTOTAL			$25,011,785
Department of Health & Human Services	Refugee Resettlement Program		DNS[a]
	Refugee & Entrants Assistance Program - State Administered		$408,857,000[c]
	Refugee Assistance & Agency Programs		$4,000,000[c]
	Office of Refugee Service		$3,400,000[d]
	Refugee Assistance - Voluntary Agency Programs	$25,000,000[e]	

Department	Recipient	1980	1985
	Refugee Assistance - State Administered	$438,673,000[e]	
SUBTOTALS		$902,346,000	$4,196,570,000
Administration on Aging	Older Americans		$870,000[d]
	Older Americans - Aging & Community Services		$1,404,608[d]
SUBTOTAL			$2,274,608
Action	Mini-Grant		$149,200[e]
	Headstart (promoting Adult Literacy)		$75,000[d] (15 projects)
SUBTOTAL			$224,200
Community Services Administration	Community Action	$383,800,000[e]	
SUBTOTAL		$383,800,000	
Department of the Interior	Indian Education: Assistance to Public Schools		$25,674,000[a]
	Bureau of Indian Affairs (Basic Skills and Adult Secondary)		$4,600,000[d]
	Indian Employment Assistance		$27,500,000[a]
SUBTOTAL			$57,774,000
Department of Justice	Citizenship Education & Training	$62,100[e]	$125,000[e]
	Bureau of Prisons		$1,600,000[d]

Department	Recipient	1980	1985
	Basic Skills and Adult Secondary Education		$3,400,000[d]
SUBTOTALS		$62,100	$5,125,000
United States Department of Labor	High School Equivalency Program	[$325,000 - $500,000][f,g] (1984)	
	Job Corps		$600,000,000[a]
	Job Training Partnership Act - Title II - Economically Disadvantaged		$1,900,000,000[a]
	Title III - Dislocated Workers		$222,500,000[a]
	Title IV - Native American Programs		$120,500,000[a]
SUBTOTAL			$2,843,000,000
Veterans Administra-	Post-Vietnam Era Veterans Education Assistance		$70,200,000[c,h]
	Survivors' and Dependents' Educational Assistance		$148,587,000[c,h,i]
	Veterans Educacational Assistance (G.I. Bill)		$945,846,000[c,h]
SUBTOTAL			$1,164,633,000
Library of Congress	Books for the Blind & Physically Handicapped		$36,592,000[a]
SUBTOTAL			$36,592,000
TOTALS		$1,286,208,100	$8,331,204,593

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[a] Division of Adult Education. (1985, August).

[b] These figures refer to monies for basic skills only.

[c] Spicely, G. (1986, March 13). [Summary of personal response (telephone)]. Unpublished.

[d] Green, S. (1985, December 16). [Summary of personal response (telephone)]. Unpublished.

[e] _Catalog of Federal Domestic Assistance._

[f] Figures in brackets are ranges of giving and cannot be stated as specific amounts; they are not included in the subtotals.

[g] Schlacter, G. (1984).

[h] These figures refer to total amounts not specific to literacy.

[i] Range of assistance (monthly) is $188 to $376.

Table 27
SELECTED FOUNDATION AND CORPORATION LITERACY-RELATED GIVING

	$ Amount					
Foundation	1980	1981	1982	1983	1984	1985
Aetna Life & Casualty	0	25,000	12,000	24,000	0	0
Am-Standard	0	0	6,000	0	0	0
American Telephone & Telegraph	0	0	0	0	0	6,000,000[a]
Ashland Oil	0	0	0	0	0	75,000
Astar	0	0	0	25,000	0	0
Atlantic	0	10,000	0	0	0	0
Atlanta Comm. Metro	0	0	0	5,000	0	0
Atlantic Richfield	0	5,000	34,500	32,000	0	0
Avon Products	0	0	0	0	0	[50,050]
B. Dalton Bookseller	0	0	0	0	0	3,053,250[a]
Beatrice	0	0	0	0	0	645,000
Bigelow	0	0	0	21,500	0	0
Bingham, William	637,000	12,500	0	0	0	0

	$ Amount					
Foundation	1980	1981	1982	1983	1984	1985
Booth Ferris	0	15,000	0	25,000	25,000	0
Bush	0	0	0	80,600	0	0
Business Council for Effective Literacy (BCEL)	0	0	0	0	0	400,000[b]
Carnegie Corporation of New York	0	0	0	0	0	[6,500]
Central New York	5,000	5,225	0	0	0	0
Chicago Community Trust	0	0	70,000	0	51,000	0
Chicago Tribune Charities	0	0	0	0	0	125,000[c]
Clark, Robert Sterling, Inc.	0	0	0	12,000	0	0
Cleveland Church	0	0	0	53,474	0	0
Columbus	0	0	12,000	0	0	0
Compton	0	0	0	0	0	[200,000]
Continental Bank	0	0	3,298,279	0	0	0

Foundation	$ Amount 1980	1981	1982	1983	1984	1985
Cowell, S.H.	0	0	0	5,000	0	0
Crown Publishers	0	0	0	0	0	20,000[d]
Cummins Engine	0	0	0	10,000	30,000	0
Dayton Hudson	15,000	51,981	195,176	230,462	0	53,250[b]
De Rance, Inc.	0	0	0	7,500	0	0
Dodge	16,000	0	0	0	0	0
Dodge, Geraldine R.	0	0	0	16,000	0	0
Dow Jones Industry	0	0	0	0	0	DNS
Education Foundation of America	0	20,000	0	0	0	0
Fels, Samuel, Fund	0	0	12,300	0	0	0
Field Foundation of Illinois	0	0	0	0	0	[31,250]
Fluor	0	0	0	5,000	0	0
Ford	47,818	77,872	0	0	0	176,035

	$ Amount					
Foundation	1980	1981	1982	1983	1984	1985
Ford Motor Co.	10,000	0	0	0	0	0
Ford National Development & Training Center - UAW	0	0	0	0	0	166,000[a]
Foundation for Child Development	0	0	0	30,000	0	0
Fund for New Jersey	0	9,000	0	0	0	0
Gannett	0	25,000	47,000	10,810	12,365	172,097
General Electric	0	0	0	25,000	0	75,000[c]
General Mills	0	0	7,500	7,500	0	275,000[c]
Gerbode	0	5,000	0	0	0	0
Goldman	10,000	0	0	5,000	0	0
Goldseker, Morris	0	0	0	0	0	[915,000]
Gulf & Western	0	0	0	0	0	500,000[e]
Hayden	27,360	0	0	0	0	0
Hearst	0	10,000	10,000	15,000	0	0

Foundation	$ Amount 1980	1981	1982	1983	1984	1985
Howard & Bush	0	10,000	0	0	0	0
International Reading Association Foundation	0	0	0	0	0	5,000
Irvine, James	0	0	0	0	0	100,000
Irwin-Sweeney Miller	0	0	0	0	30,000	0
Ittleson, Inc.	0	0	0	10,000	0	0
Joyce	0	0	0	10,000	0	0
Kazen, The Edward W., Fund	0	0	0	0	0	27,000
Kellogg	0	0	52,394,028	54,646,669	59,505,689	0
Kellogg, W.K.	0	0	57,238,941	0	0	0
Kiewit	5,200	0	0	0	0	0
Knight	0	0	0	25,000	0	0
Levi Strauss	0	0	5,000	0	0	0
Lilly	0	30,329,636	42,277,363	0	0	0

Foundation	$ Amount 1980	1981	1982	1983	1984	1985
McArthur, John D. & Catherine T., Fund	0	0	0	210,000	0	50,000[b]
Makil Foundation, Inc.	0	0	0	5,000	0	0
Mather Fund	0	5,000	0	0	0	0
McCormick	5,000	5,000	0	0	0	0
Meadows	0	0	0	10,837	0	0
Mellon	0	0	0	25,000	0	0
Metropolitan Life	5,000	5,000	0	0	0	0
Milwaukee	10,000	0	0	8,000	0	10,000
Minneapolis	0	5,000	9,000	0	0	0
Mobil	5,000	0	0	0	0	0
Morgan Guaranty Charitable Trust	0	0	0	15,000	0	0
Mott	14,383	0	0	0	0	0
Murdoch, M.J.	0	0	8,399,279	0	0	0
Myrin (Mabel Pew), Trust	0	0	0	0	75,000	0

	$ Amount					
Foundation	1980	1981	1982	1983	1984	1985
New York Foundation	0	0	0	0	18,650	20,000
New York Municipal Fund	0	0	0	0	0	35,000,000[f]
New York Community Trust	0	25,000	31,400	15,000	0	0
Old State Bank Charitable	0	5,000	0	0	0	0
Olin, John M., Inc.	0	0	0	16,000	0	0
Packard, David & Luale	0	0	0	0	0	[750,000]
Pepsico	0	0	0	0	0	[165,000]
Penn, William	0	0	21,120	59,548	375,000	0
Pew, J. Howard, Freedom Trust	0	0	0	8,784	0	0
Philadelphia	0	0	0	0	6,000	0
Philadelphia National Bank	0	0	0	0	0	30,000[e]
Pittsburgh	0	0	0	8,000	0	0

Foundation	$ Amount 1980	1981	1982	1983	1984	1985
Polaroid	0	0	0	0	0	[10,000]
Prudential	0	0	5,086,551	0	0	0
Public Welfare Foundation of Washington, D.C.	0	0	0	39,400	0	0
Raskob	0	0	1,599,445	0	0	0
Rockefeller	0	0	0	0	0	DNS
Richardson, Sid	0	0	50,000	0	0	0
St. Paul	0	0	0	0	0	5,000
San Francisco	0	17,100	0	25,000	0	0
Self	0	0	30,000	0	0	0
Sidney Stern Memorial Trust	0	0	0	0	0	10,000[g]
Skaggs	0	0	0	15,725	0	0
Spenser	89,700	0	0	35,500	107,350	0
State of California	0	0	0	0	0	2,635,000[h]
Stern Fund	0	0	0	20,000	0	0
Teagle	0	0	15,000	0	0	0

	$ Amount					
Foundation	1980	1981	1982	1983	1984	1985
Texaco Philanthropic	0	10,000	0	0	0	0
Times Mirror	0	0	5,000	0	0	0
Twenty-First Century Fox	0	0	0	0	0	[3,750]
Victoria, Inc.	0	0	2,646,885	5,000	0	[76,250]
Western Electric	0	0	0	15,000	0	0
Woods Charitable Fund	0	0	20,000	0	20,000	0
Zenith Radio Corporation	0	0	0	0	0	[32,500,000]
Names not mentioned	0	0	0	0	85,345	992,541
TOTAL	902,461	30,688,314	173,533,767	55,874,309	60,341,399	85,327,973

Note: All amounts are from The Foundation Grants Index (1980-1985) unless otherwise specified.

[a] Lang, P. (1985, August).
[b] Parent, R. (1985, October 25). [Memorandum to members of the Coalition for Literacy].
[c] Business Council for Effective Literacy. (1985).
[d] Royalties, profits . . . (1985, October 8).
[e] Lanza-Bajo. (1985, December 9).
[f] Urban Literacy Initiatives. (1985, October).
[g] Contact Literacy Center. (1986, February).
[h] California funds state literacy program. (1984, November).

Table 28

FOUNDATION AND CORPORATION GIVING BY PROGRAM TYPE (1980-1985)

Type/ Program[a]	$ Amount					
	1980	1981	1982	1983	1984	1985
Business	0	0	6,236	0	0	6,166,000
Churches	0	12,500	0	58,474	0	60,000
Colleges & Universities	89,700	0	17,000	35,500	137,350	257,970
Community-based	76,200	178,081	78,647,600	691,829	694,430	39,430,953
Coalition	0	0	0	0	0	788,250
Correctional Institutions	14,383	0	0	10,600	0	0
Cultural-ethnic	0	0	75,000	77,500	0	34,987,800
Other	684,818	30,329,636	94,686,391	54,776,103	59,505,689	30,000
Research	0	77,872	0	10,000	0	500,000
Social Service Agencies	0	0	20,000	15,000	0	0
Volunteer	37,360	90,225	81,540	199,303	56,000	3,313,000
TOTAL	902,461	30,688,314	173,533,767	55,874,309	60,341,399	85,327,973

Note: Read, P., & Garanzik, E. (Eds.). (Vols. 1980-1986). *The Foundation Grants Index*. (9th-15 eds.). New York: The Foundation Center.

[a] The categorization of the types of program was based on expert judgment at time of extraction from the source. All sources are documented.

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Chapter 4 (continued)

SECTION 5 ON RESOURCES: OTHER

Secondary Table of Contents

Other
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Chapter 4

RESOURCES

Other

"Other" resources are defined as those items which are neither direct financial contributions nor direct tutoring, but which do contribute to the literacy effort in some way. The following sections present highlights of a wide variety of these "other" contributions, including media, corporations and foundations, associations and organizations, Federal Adult Initiative, federal legislation, state initiatives, state legislation, urban initiatives, and examples of individual giving. Media contributions generally, specifics of the PLUS (Project Literacy U.S.) Program, and some magazines and newspaper contributions are also included.

Documents including memos, letters, minutes from meetings, phone call transcripts, newsletters, reports, and brochures were searched in order to gather data for this section.

A comparison of data between 1980 and 1985 was not included in the "Other" section because many of the documents (such as letters, memos, minutes of meetings related to the coalition) were not available for 1980.

The largest single contribution other than the human, site, and funding resources described in the preceding sections must surely be the free advertising time and space contributed by thousands of television, radio, newspapers, and magazines nationwide for the "Volunteer Against Illiteracy" campaign mounted by the Advertising Council in collaboration with the American Association of Advertising Agencies and the Coalition for Literacy.

Note: Personal responses (interview, telephone, correspondence, and memoranda) are referenced in the text. They are not included in end-of-chapter references or in the master reference list. They are to be found in the ALA Coalition for Literacy archival files.

Media. This advertising media campaign was seen by the Coalition members as a major vehicle for achieving the number one goal of the campaign--to raise public awareness of the problem of adult illiteracy in the United States. In Chapter 1 the history of the Advertising Council is described. Its involvement with this campaign, and the outcomes of the effort are included. For the purposes of this section, the total dollar amount of advertising contributed in free advertising space during the first year of the campaign was over $24,000,000 (Kramer 1986).

The media have long been recognized as instrumental in affecting public attitudes. Newspapers, magazines, television, and radio have played a major role in increasing the public's awareness of the literacy problem in America. An in-depth discussion of the contributions of the media as a result of the "Volunteer Against Illiteracy" campaign is in Chapter 1. The following are other examples of literacy-related efforts contributed by those involved with the media.

Calls to the Contact Literacy Center increased noticeably when Famous Amos appeared on television and radio in support of the Coalition. Television documentaries, feature stories in magazines, newspapers, and radio, ads in large city newspapers, and in magazines (61 were mentioned), the Dear Abby column, ads in professional journals, books, and inserts in grocery bags have all resulted in calls to the Contact Literacy Center. The 1985 Contact Literacy Center Monthly Telephone Report (see Chapter 3) categorized the 10,607 calls to the Center as to where callers saw the 800 number. A total of 4,040 (38 percent) cited television as the source, 3,513 (33 percent) indicated magazines, 1,090 (10 percent) newspapers, and 797 (8 percent) mentioned radio. For other kinds of media coverage, see Appendix H.

In addition to the direct ad campaign, which was aimed at the top 75 television markets and is said by the Ad Council to reach 80 percent of the market, articles in magazines such as Readers' Digest, Publisher's Weekly, and Newsweek appeared in 1985. (See Appendix O for a partial listing of articles and clippings appearing on the topic of Adult Literacy between 1980 and 1985.)

Another contribution by magazines in 1985 was the program "Time to Read," introduced by Time, Inc., in which Time, Sports Illustrated, and People magazines are used as reading instruction materials in various pilot sites around the country. The instructors are mostly either active or retired Time, Inc. employees (Lanza-Bajo, 1985).

The Magazine Publishers Association and the American Newspaper Publishers of America, through joining the Coalition for Literacy as sponsoring members, immediately brought into closer contact their membership.

There was also a marked increase in published newspaper articles relating to literacy between 1980 and 1985. Seven major newspaper indices showed a 17 article increase (66-83) from 1980 to 1985. The increase would have been greater had all articles for 1985 been listed. Because of the inevitable time lag between publishing and indexing, many articles for the last quarter of 1985 were not included.

In addition to the thousands of lines of free space which the newspapers have provided for advertising the "Volunteer Against Illiteracy," individual papers have taken steps to alleviate the problem of literacy in their own communities. For example, in Ohio, the Columbus Dispatch coordinator, Jan Fenholt, has developed a program using the newspaper to teach literacy skills to prison inmates (Micklos, 1985).

The Gannett Foundation sponsored a conference bringing together specialists in the application of microcomputers to adult reading instruction. One of the goals of the conference included setting up a nationwide network whereby various literacy groups could share information (AAACE Newsletter, October 1985).

Cooperative media efforts. A joint effort by the Public Broadcasting System (PBS) and the American Broadcasting Company (ABC) for a national public service campaign on the subject of adult illiteracy was announced December 10, 1985, during a press conference at the New York City Library (Project Literacy U.S., 1985a). Project Literacy U.S. (PLUS) marks an unprecedented national effort on the parts of two broadcasting systems to join forces on a long-term basis. The idea for the joint effort was sparked when ABC began researching the possibility of doing a similar project on its own and found that WQED/ Pittsburgh was also planning a major project. As a result, the two decided to pool their efforts.

PLUS is a two-phased project: "(1) outreach, to mobilize community resources; and (2) awareness-raising through on-the-air programming." The project will allow 8 months to develop outreach efforts before on-the-air programming begins in September 1986. PLUS is supported by the Public Television Outreach Alliance, a group committed to organizing a network of national and regional directors to help conduct the outreach effort. The Alliance is composed of the following members: WQED/Pittsburgh, KCTS/ Seattle, WETA/Washington, D.C., Nebraska ETV Network, and Kentucky Educational Television (KET). Funds will be provided by the Corporation for Public Broadcasting.

PLUS was launched in 1985. There will be an ABC News documentary on the plight of illiterate Americans in September 1986. PBS will present, through WQED, a look at successful methods of dealing with the problem immediately following the ABC broadcast. Other programs focusing on the issue will be as follows: ABC- "World News Tonight with Peter Jennings," "ABC News Nightline," "20/20," and "This Week with David Brinkley," and PBS—"The American Ticket" by KCET/ Los Angeles with the cooperation of Kentucky and Arkansas state networks to promote registration for the General Education Diploma (GED). As entertainment, ABC plans an "After-school Special." Public Service Announcements are also planned by both companies to inform the public about the literacy problem and ongoing efforts to help.

Other network efforts include KET's GED series used in 43 states, all federal correctional institutions, and the armed forces worldwide. WPSX/ University Park, Pennsylvania, produced a series for Adult Basic Education teachers entitled "Helping Adults Learn" and "Success Stories," a documentary profiling outstanding adult students. These efforts are endorsed by President Reagan and Barbara Bush, wife of the Vice President of the United States.

Those interested in additional information may contact PLUS co-directors Margot Woodwell, Vice President and Station Manager, WQED, 4802 Fifth Avenue, Pittsburgh, Pennsylvania, 15213; and Dr. John E. Harr, Vice President, Office of Communication, ABC, 1330 Avenue the of Americas, New York, New York, 10019. Telephone inquiries concerning outreach participation may be directed to WQED, (412) 622-1494. A PLUS newsletter is published monthly by the national office of the Public Television Outreach Alliance (see Appendix K.1). Further information may be obtained from a press package available from the Alliance.

Corporations and foundations. The Business Council for Effective Literacy (BCEL) has been a guiding force in involving business, industry, and trade associations in the literacy effort (see Introduction). Created in January 1984, and initially funded by a $1,000,000 personal gift from its chairman, Harold McGraw, Jr., the BCEL has provided substantial funding to the Coalition for Literacy. BCEL publishes a quarterly newsletter sent to approximately 5,500 corporate executives and to as many as 4,000 leaders in the literacy effort and in education. The BCEL also makes available leaflets to encourage business support and issues reports having to do with literacy. It has, through correspondence with governors, mayors, superintendents of education, ABE directors, and others, tried to encourage the creation of coordinating literacy councils and similar organizations in urban areas and states (Hammink, 1985; Torsella, June 1985).

According to a BCEL pamphlet (BCEL, 1985), corporations are involved in many kinds of "other" activities. For example, the J.C. Penney Company and New York Life Insurance Company are not only regular funders of Literacy Volunteers of New York City, but they also provide space on their premises for LVA's New York City small group instruction. Control Data has supplied computer equipment and software for pilot literacy projects in Seattle, Milwaukee, and Providence. The Rhode Island Advertising Club contributed the equivalent of $200,000 in in-kind materials and services in 1984 to that state's literacy campaign. The Columbia Nitrogen Corporation and Sears Roebuck have taken a leadership role in Georgia's literacy initiative, and the Knight Publishing company was a founding member of Literacy Action of Charlotte, North Carolina, which takes an active role in fundraising and recruiting literacy tutors and students for area programs.

In November 1981, by means of a written communication Draft #1, B. Dalton Bookseller (National Literacy Committee) initiated a community giving program, the National Literacy Committee, funded by B. Dalton and other corporation foundations. The 5-year program addressed the problem of illiteracy from youth and adult perspectives and included two groups of people: those directly involved in the field and those with expertise and influence which impact the field. Membership in the committee consisted of those representing groups such as corporations, businesses, foundations, adult education, agencies, public figures, and others. The goal of the membership was to increase the literacy rate in the U.S. by mobilizing community and national resources and applying those resources to a coordinated and cooperative delivery of awareness and services.

Other companies have also contributed:

- Many individual paper companies have been involved in literacy activities, and the American Paper Institute is coordinating these efforts (Lanza-Bajo, 12/9/85).
- The Beatrice Foundation (Money Alert, 1986) based in Chicago was an active supporter of adult literacy programs, providing 15 percent of its $4.3 million budget for literacy programs in 1985 (see Table 27).
- Colonial Bank and Trust, The Travelers Corporation, and the Hartford Insurance Group have recruited employees to serve as volunteers in community literacy programs (BCEL, 1985).
- General Motors, in collaboration with the United Auto Workers, conducts basic skills programs for workers in plants across the United States (BCEL, 1985).

- The Graphic Arts Literacy Action Project (GALAP), developed by Printing Industries of America, is attempting to increase literacy awareness through advertising (Lanza-Bajo, 1985b).
- Honeywell, Inc., along with other Denver-area electronic, light manufacturing, and service firms, provides instruction for immigrant employees (BCEL, 1985).
- Miller Printing Equipment Corporation donated 30,000 posters for Coalition use at the Graph Expo West in Los Angeles, March 1-4, 1986 (Hohns, November 13, 1985).
- Time-Life, Inc., contributed a sizable in-kind printing contribution at one point to the Coalition for Literacy (Lanza-Bajo, 1985a).
- Warner Communication contributed to the literacy effort by pledging $.05 from the sale of each of its 1985 paperback dictionaries sold between July 1 and December 31, 1985 (Parent, 10/25/86).

Associations and organizations. In-kind contributions such as volunteer services (other than tutoring), free advertising, telephone services, and printing are those which a group or organization may contribute without providing direct funding. These, when translated into dollars and cents, are substantial.

Though in-kind contributions are certainly significant to the literacy effort, they are difficult to quantify. Organizations do not systematically record these services in the same way they would record gifts or grants of specific amounts of money. Many in-kind contributions cannot be translated into dollars and cents. In the sections which follow, examples of the in-kind contributions of Coalition constituent groups, the publishing industry, churches, libraries, and "others" are described.

a. Coalition constituent groups. While all groups have contributed extensive amounts of time and money in travel and housing costs involved in representing their organizations at Coalition meetings and in other overhead costs such as duplicating and telephone services, each organization has contributed in significant other ways to the campaign. The following is a brief description of these contributions.

- The American Association of Advertising Agencies (AAAA) (Lanza-Bajo, 1986) has provided leadership, staff support, meeting space and meals (they hosted many committee meetings and catered all lunches in New York and Washington, D.C.), coordination with activities of the Ad Council, and considerable fund raising efforts. In addition, the vice president of the AAAAs has contributed a large amount of her personal time in working for the Coalition.
- The American Association for Adult and Continuing Education (AAACE) (Koloski, 1986) has hosted Coalition meetings at two national conventions. They are keeping their membership apprised of literacy activities and have sent flyers to appropriate members interested in the Coalition. The AAACE has also distributed flyers at their conference with membership information. They have placed two campaign-related ads in newsletters and a third is coming out soon in a journal.
- The American Library Association (ALA) (Coleman, 1986) has been involved in adult education since the early 1920s. It was not until the late 1950s and the early 1960s that the ALA reflected expressions of public librarians' interest in serving the adult functional illiterate.

In 1977, a book authored by Helen H. Lyman entitled Literacy and the Nation's Libraries was developed and published as a result of a project sponsored by the ALA. Several units of the ALA have subsequently cosponsored training of librarians across the United States in providing literacy education programs for the adult functional illiterate.

At the 1978 White House Conference on Libraries and Information Science, a deep expression of commitment from librarians to literacy programs in libraries was heard. The commitment was later reflected in the renewal of the Library Services and Construction Act, federal legislation of 1984, which provided funding to the librarians in support of locally based literacy education programs. The ALA has had a strong role in developing this federal legislation.

It was the ALA that approached the Advertising Council in 1978 with the idea of developing a national multi-media campaign about functional adult illiteracy. The negotiations came to fruition in 1981 with the development of an 11-member national organization called the Coalition for Literacy.

They also gave space, equipment, and telephone support.

- B. Dalton (Personal interview, Fenton, 1986) not only provided early funding for the Coalition and additional monies for reevaluating its efforts, but has also maintained linkages with a variety of business contacts, have spearheaded the effort to build a bridge between the awareness campaign and the next step of literacy provision, and have represented the Coalition nationally in a wide variety of speaking engagements. B. Dalton has also provided a variety of consulting services and clerical assistance such as typing, secretarial work, copying, and mailing costs.

- The International Reading Association (IRA) (Newman, 1986) has contributed to committee activity of the Coalition through research and development for the communication committee, that is, by assisting in the development of brochures now distributed by the Contact Literacy Center, through chairing the Evaluation Committee and the Evaluation study of the 1985 campaign, and through participation on the Personnel Committee. The IRA has kept its 60,000-plus membership and others apprised of literacy activities through Reading Today (the Association's bimonthly newspaper), and mailings to state directors and newsletter editors. IRA has represented the Coalition to the Indiana Adult Literacy Coalition, nationally in speaking engagements to the media, and through consulting services. In addition, the IRA has contributed office support such as clerical, mailings, copying, and secretarial work; it has cosponsored meetings at the IRA Annual Convention, developed letters to new sponsoring members of the Coalition, and engaged in fund raising activities.

Local councils are also active. Massachusetts, for example, devoted four sessions of the Massachusetts IRA's 1985 state conference to adult literacy. These sessions were titled Intergenerational Reading Project, Promising Practices in Adult Literacy, Adult Literacy and the Literacy Volunteers Programs, and Libraries as Learning Center (Chambers, 1985, September 23).

The Rhode Island Council is highly active in sponsoring workshops at the state conference, promoting active membership participation in literacy efforts, providing up-to-date information on adult literacy, appointing a chairperson to be a working member on the state literacy council, and presenting an annual literacy award (McCarthy, 1985).

The Tennessee International Reading Association's president, Elinor Ross (Ross, 11/10/85) described their "Reading Day at the Mall" which included an adult literacy booth.

- Laubach Literacy Action and Literacy Volunteers of America (Curtis, 1985) stated that in-kind services to the Coalition such as information, technical assistance, and brokering referrals to organizations that have responded to the Ad Council campaign amounted to costs equivalent to at least $5,000 per month in 1985.
- Literacy Volunteers of America's (LVA) (Crouch, 1986) contributions to the Coalition have increased dramatically, especially in the areas of supplying and brokering information. LVA has, for example, given a great amount of advice and counsel over the phone (so much so, they were required to increase staff and telephone lines) as to how to conduct and manage literacy campaigns, how to start literacy programs, or meet the demands of expanding programs. They have devoted much time to answering media inquiries about the literacy problem, model programs, and student human interest stories. LVA trained a core of experienced volunteers to do technical assistance in the field, including tutor training and program management for new and existing programs. They help local groups use the campaign to develop community awareness, advise on program materials, do mailings to member groups, and are becoming involved in literacy advocacy.

- The National Advisory Council on Adult Education (NACAE) (Fernald, 1986) chaired the fund raising committee, provided space, and participated in Coalition Committee work. In the early days of the Coalition, the NACAE contributed considerable travel for Coalition fund raising.
- The National U.S. Commission on Libraries and Information Science (NCLIS) (Young, 1986), a permanent independent agency within the government, contributed by making hotel reservations, keeping the Coalition apprised of developments within the Commission, and participating in various committees, including chairing the Personnel Committee. In addition, NCLIS has, where possible, promoted the goals of the Coalition.
- The National Council of State Directors of Adult Education (NCSDAE) (Murphy, 1986) provided personal time in attending meetings, serving on the Evaluation Committee, presenting the Coalition at a number of meetings, and mailing 5,000 brochures to state directors. In New York at a literacy-oriented teleconference initiated by PBS and organized by station WNED, NCSDAE provided both technical assistance and advice to help interested parties form their own coalitions.
- The United States Department of Education (Mark, 1986) provided the liaison with the Coalition and provided backup and invaluable assistance in evaluation efforts in finding or confirming data. The Department also provided substantive material on the issues and subject of illiteracy to the Coalition Executive Committee members throughout, did extensive mailing on the Coalition awareness campaign to their constituency, and had the Executive Committee

members represented at state directors' meetings in order to keep the directors updated on the awareness campaign. In addition, they kept the state and local directors of adult education informed on the activities of the Coalition.

b. Publishing industry. The American Booksellers Association (Lanza-Bajo, 12/9/85b) and the Association of American Publishers will launch a major project in May 1986 called "Give the Gift of Literacy." It will use a variety of public-awareness techniques in promoting awareness and fundraising for the literacy cause in keeping with the Association's policy to focus on public and industry-wide awareness rather than on conducting studies or instructional programs of its own.

The ABA also featured literacy as its central theme at its 1985 annual meeting. Jonathon Kozol, author and literacy activist, was the speaker (Lanza-Bajo, 12/9/85).

The Book Manufacturers Institution (Lanza-Bajo, 12/9/85) has recently urged its members to become involved in literacy programs and will assist members in planning for their involvement.

The Atlantic Coast Independent Distributors Association has developed a nationwide literacy assistance program in which out-of-date books and periodicals are distributed in local communities to augment the short supply of easy-to-read adult level material in hand. The Association's president, Robert MacInnes, stated that many wholesalers are now involved in the program (MacInnes, 1986). In order to promote Association members' interest in the expanding literacy program, author Jonathon Kozol was invited to speak in March 1986 at the Association's Annual Convention.

The International Newspaper Advertising and Marketing Executives is publicizing the literacy efforts to its members in the association's newsletter.

In the spring of 1985, the American Newspaper Publishers Association Foundation sponsored a meeting of representatives from newspapers and related organizations, education agencies, and literacy groups in order to plan ways for newspapers to be more active on behalf of literacy.

c. Churches. Churches have also been involved in literacy efforts. Eleven organizations representing major denominations were contacted. Out of the eleven, seven responded. The respondents were: The Assemblies of God, Baptist, Catholic, Jewish, Lutheran, Methodist, and the National Council of Churches. Religious groups not responding were Pentecostal, Presbyterian, and Seventh-Day Adventists. The YWCA was also contacted but did not respond.

Mr. Hardy Steinburg (Steinburg, 1986) of the General Council of the Assemblies of God, stated that they do not supply funds of "other" kinds of giving at the national level, and that local church activities are not reported to the national headquarters.

John Carroll, Director of Educational Ministries, American Baptist Churches, USA (Carroll, 1986), contacted several Baptist agencies and found that there is no national American Baptist program working directly with adult literacy; however, he believes some local churches are dealing with the problem.

Timothy Collins (Collins, 1986) of Campaign for Human Development, United States Catholic Conference, said that there had been no grants made to adult literacy projects by the Campaign in either 1980 or 1985.

Mrs. Dorothy Ortner of the National Council of Churches stated that the activities of this organization relate to basic education programs, including literacy, throughout the world. At the present time there are no National Council literacy efforts in the United States. Again, no national activity is in progress; however, many local councils of churches are highly involved in literacy efforts (Ortner, 1986).

Carolyn Hessell, Librarian for the Jewish Education Service of America, said her organization's literacy services are directed at new, non-English speaking Jewish Russian immigrants (Hessel, 1986).

The Associate General Secretary of the United Methodist Church, Mr. Gary Bowen, stated that he was not aware of any specific program at the national level addressing adult literacy (Bowen, 1986).

Marti Lane, coordinator for the Volunteer Reading Aides Program of Lutheran Women gave specific amounts of funding (see Funding Resources) given to literacy efforts in 1980 and 1985. The Lutheran Church Women are heavily involved in literacy efforts both financially and in "other" aspects. In-kind monies for things such as staff, rent, and personnel increased between 1980 and 1985 from $45,800 to $50,000 (Lane, 1986a). Most of the church organizations responding were helpful, and many gave addresses of those who might provide additional information.

d. Libraries. An article in the BCEL newsletter, Adult Literacy: Programs, Planning, Issues (January 1986), described public libraries' involvement in the literacy effort. Historically, public libraries have played an important role in reaching adult illiterates. Based on the premise that learning is a lifelong process and libraries can serve as an alternative educational system, the American Library Association in the 1920s established its Commission on Library and Adult Education.

The 1960s and early '70s was a time of "reaching out" in which libraries attempted to identify and serve groups with special needs such as immigrants, the unemployed, and illiterates in the community. In 1973 the ALA set up an Office for Outreach Services, and developments under this office have moved public libraries to their present leadership role in the literacy movement.

Librarians were trained between 1979 and 1981 in techniques for conducting literacy programs. The ALA was also planning and organizing during these years the Coalition for Literacy.

Today, more than half of all Americans 18 years old and older use the library in some way, and the fact that libraries are already centers for community activities, are open on evenings and weekends, offer a friendly environment, and are free from negative associations of school failure, make them ideal bases for literacy instruction.

Numerous individual libraries are presently active in literacy work. California, for example, with a highly developed service model and extensive state funding, now has 46 new literacy programs set up in libraries. More libraries have indicated a desire to participate.

Literacy activities in California's libraries involve staff members who conduct tutorial services at the library or other locations in training volunteers or working with Literacy Volunteers of America or Laubach Literacy. In addition to those conducting their own programs, other libraries in the state maintain a stock of literacy materials for students and tutors.

Libraries in states without major literacy funding are also active in a more modest way, often acting as networking agents or catalysts in generating community support. They may work with federal ABE programs, voluntary agencies, community colleges, and other community-based groups in recruiting tutors and students, providing space for classes, and in stocking low-level reading materials.

Though much is being done by individual libraries, still only 50 percent of the states have library literacy programs.

Approximately a dozen states besides California have mounted significant statewide library-based literacy activities. Oklahoma has launched a program to organize literacy councils in cities across the state with the goal of making literacy instruction available to 95 percent of the population within 25 miles of their homes. Other states having significant library initiatives include Florida, Indiana, Kentucky, Maryland, Massachusetts, New Jersey, New York, North Carolina, Ohio, and South Carolina.

A present trend of libraries collaborating with non-library literacy-oriented groups is bringing about positive activities. For example, the Illinois Literacy Council, initiated by the state librarian, has made tremendous strides in defining and addressing the state's literacy problem. In Boston, a program, Collaborations for Literacy, made up of several groups including the Boston Library, is attempting to break the cycle of illiteracy passing from parents to children. In this program, college work-study students are trained and paid to teach illiterate adults who, in turn, read to their children.

Libraries are focusing increasingly on having appropriate reading materials available for low-literate adult users. Projects such as "Books by Mail" in Connecticut and LEARN in Cleveland, Ohio, use these materials to offer relevant and interesting easy-to-read materials in order to stimulate reading and maintain skills.

A few public libraries such as those in Jacksonville, Florida, New York City, and Milwaukee are using computers successfully to supplement already existing instruction. Two libraries, the Mary H. Weir Library in Wierton, West Virginia, and the Enock Pratt Free Library under the sponsorship of NCLIS are testing a computer-assisted reading approach developed by the Navy for low-reading recruits.

Other libraries are serving persons from non-English speaking backgrounds in programs that link them with other community resource agencies.

The American Library Association in the future plans to maintain public libraries' commitment to literacy work by continuing efforts to make the country aware of the adult illiteracy problem, strengthening the support for adult basic education within the federal government, clarifying the role of libraries in meeting the problems of illiterates, and providing strong leadership from the ALA and other chief state library agencies in every state in implementing literacy activities.

Efforts in the future will be aided by the new Title VI of the Library and Construction Act passed in October 1984. For fiscal year 1986, $5 million has been appropriated for grants of up to $25,000 for local and state libraries for activities such as promoting and coordinating volunteer services, purchasing materials, and covering the cost of using library facilities.

e. Other. Labor unions have become active in developing literacy programs. United Auto Workers assumed a leadership role in literacy efforts in Ford Motor Company plants (Dolezal, 1985). The UAW-Ford National Development and Training Center in Dearborn committed $166,000 to a basic skills enhancement program in one Ford plant. Ten of Ford's 76 plants nationwide offer similar classes.

Benjamin L. Hooks, Executive Director of the National Association for the Advancement of Colored People (NAACP), when asked about his association's involvement in adult literacy activities, replied that the information was not available at the NAACP at this time. He did refer the letter of inquiry to the Association's education director, Dr. Beverly Cole (Hooks, 1986).

Many service clubs, both men and women, are actively engaged in providing local services to community literacy programs. The Junior League of Minneapolis (Encore, 11/12/85) sponsored a corporate retiree volunteer's roundtable in the Twin Cities area. Representatives from 68 corporations from 27 states came to a conference (10/85) held in Minneapolis to discuss the role United States corporate retirees can play in the community. According to Minneapolis Mayor, Don Fraser, "Retirement can be either a great waste or a great opportunity. Retirees as an untapped resource is an idea that is here and now" (Encore, 11/12/85, p. 1).

Adult Literacy Initiative (Federal). In September 1983 (Appendix G) the Federal Government announced the Adult Literacy Initiative (see Introduction for discussion of the Initiative).

In a meeting (7/18/85), of the Print Industry Literacy Committee (Lanza-Bajo, 12/9/85b), Karl Haigler, Director, Adult Literacy Initiative, described the Federal Government's role as coordinator of adult literacy activities. Mr. Haigler described efforts to integrate literacy into existing Federal programs. The Initiative is also doing research in identifying more subgroups within the population in need of literacy services. The government is planning to encourage more businesses to take part in the literacy effort. (See Introduction, Adult Literacy Initiative.)

Federal adult literacy legislative efforts. A substantial increase in the number of literacy-related congressional hearings show increased government awareness of the literacy problem. There were 36 literacy-related hearings reported for 1984 in the Congressional Information Service Index compared to 23 in 1980 - an increase of 56 percent.*

On August 1, 1985, John Manning (Micklos, 1985), president of IRA, testified before a joint House/Senate on the problem of adult illiteracy. William Woodside, chairman and chief executive officer of the American Can Company, also testified that corporations are spending "hundreds of millions of dollars annually for in-house basic skills programs."

Anabel Newman (Long, 1985a), IRA's representative to the Coalition for Literacy, testified before the House Subcommittee on Secondary and Post Secondary Education (9/4/85), speaking in favor of providing training for literacy tutors through College and University Schools and Departments of Continuing Education.

In December/January 1985, Richard Anderson (Long, 1985-1986b), Director of the Center for the Study of Reading, and Tom Sticht, then chairperson of IRA's Adult Literacy Committee, testified that low functioning adults can be taught to read and therefore can better contribute to society.

In late October, the House Post Secondary Subcommittee (Long, 1985-1986b) accepted many of the IRA proposals and incorporated them into its proposal for Title I of the Higher Education Act.

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* Congressional Information Service Index. Washington, DC: Congressional Information Service, 1980 and 1985 volumes.

However, Robert Engleman (1985), a reporter for the Scripps Howard News Service, stated that though experts on illiteracy told joint House and Senate education committees that there are between 60 million and 80 million functional illiterates in the United States, an impasse was created when congressmen warned that no more money is available to fight illiteracy.

Senator John Chafee of Rhode Island and William Goodling of Pennsylvania introduced legislation in November (Education Week, 1985) to address the problem of illiterate parents who are inadvertently "passing on" illiteracy to their children. The bill, known as the Even Start Act (H.R. 2535) would fund 1-year programs to be implemented by eligible agencies currently operating basic education programs and would be funded by $3 million (House version) taken from Chapter 1 and adult basic education funds. The Senate bill would fund $5 million taken from Chapter 2.

State initiatives. Torsella reports that a variety of initiatives have emerged from many states (June 17-18, 1985). Early in 1985 30 states had reported increased activity or attention with regard to adult literacy. Twenty states had a formal structure for coordination of adult literacy service providers. Twelve states had the support of the governor or had appointed a group to deal with adult illiteracy. Eleven states have a state-wide toll free number for information and referral systems, ten states had proposed or approved legislation for increased state funds, and seven states had an active involvement from the private sector in the literacy campaign (see Appendix J).

Most of these state-wide efforts were initiated and coordinated by one of three groups: Adult Basic Education, Program/Library System, or state volunteer organizations. United States Department of Education initiatives also created a response.

An October 1985 report by Hammink showed an increase of state involvement. Thirty-eight states as compared to thirty reported increased activity in the area of literacy and twenty-three as compared to twenty now had formal avenues for state coordination.

Many state-wide efforts were developed in response to a letter from Harold McGraw (BCEL) to the governors of each state. California has mounted a huge literacy effort.

The Indiana Adult Literacy Coalition (IALC) was the first governor-appointed coalition. Now (1986) in its third year, the coalition announced by Governor Robert Orr in November 1983 has, in large part, accomplished the first seven goals it set for itself, namely:

1. To establish a task force for planning and coordinating to be called the Indiana Adult Literacy Coalition
2. To identify and build a network of those people interested in working to eradicate adult illiteracy in the State of Indiana
3. To identify model literacy programs and projects
4. To plan and conduct a Governor's conference entitled, "Partnerships for Adult Literacy."
5. To give recognition to Indiana citizens whose contributions help to reduce illiteracy
6. To establish a long-range mechanism for the management of volunteers for adult literacy on a statewide basis
7. To make recommendations to state policy-making bodies on the issue of adult literacy and adult education (Indiana Adult Literacy Initiative, 1983).

State legislation. Responses from the National Conference of State Legislatures and the Council of State Governments indicated that the NCSL is not aware of any state efforts during the past 6 years (Kaplan, 1986), and that the Council of State Governments does not have a listing of states with adult literacy laws (Tillett, 1986).

Although unrecorded by the national groups, Indiana, through the efforts of its governor-appointed coalition started in 1983, passed legislation establishing the Coalition under state mandate.

Indiana's new bill, H.B. 1123 (Indiana Congress, 1986) introduced by Representatives Musselman and Rogers, established an adult literacy advisory commission which will provide a formal connection among adult literacy programs in the state. It will promote adult literacy, encourage the development of local literacy coalitions, provide an adult literacy clearinghouse for information, conduct and encourage research to identify and evaluate the effectiveness of the program, develop a long-range plan for improving literacy in the state, promote the communication and exchange of ideas among service providers, and promote and facilitate contributions supporting the literacy effort.

Ten Year goals adopted by the IALC are now guiding the 50-member group. (Indiana Adult Literacy Initiative: Phase II, November 1984, p. 4.)

Additional outcomes of the IALC efforts have been the many literacy related activities springing up around the state. In the fall of 1985, for example, 17 different constituencies, including Retired Senior Volunteer Programs (RSVP), the Technical-Vocational Colleges, the Private Industry Council, and the Agency on the Aging, took part in six statewide workshops focused on identifying needs and developing awareness of literacy resources in the state. Local literacy councils, coalitions and library groups were represented.

Urban initiatives. Though American cities have chosen different ways to initiate literacy efforts (Torsella, June 17-18, 1985), they have stressed many common components such as: communication, coordination, awareness, public and private resource development, strategic planning, and service development. For example, Baltimore has initiated a three-fold effort designated to increase public awareness, develop new private resources, and to implement an information referral network.

Boston has directed its efforts at illiteracy through city agencies. The city now has a network for adult literacy.

In Chicago, the coalition of providers has worked to improve communication and coordination among literacy organizations. Chicago's efforts have been supported strongly by such private sector givers as the Chicago Tribune Foundation, which seeks to develop new resources.

The Greater Cleveland Communications Skill Study Group has taken the lead in that city by focusing on increasing public awareness of the literacy problem and developing services.

Several groups in Detroit have been active in literacy work. The Library, the City's Board of Education, and the Michigan State Department of Education have directed their efforts with strong political support toward greater public awareness and the location of private resources.

A literacy group, READ (Reading, Education and Development Council), has provided leadership in Houston. Its agenda, supported by both private and public sectors, focuses on communication, coordination, planning, service development, awareness, and the development of new public and private resources.

In Los Angeles, two groups, the City and County library system and an informal coalition of service providers, have focused their efforts on coordination, communication, and information and referral.

In the St. Paul/Minneapolis area, researchers found that 27 percent of the adult population lacks a high school diploma, and 13 percent of those who have a diploma may be considered functionally illiterate. In partial response to this need, the Technology for Literacy Center (TLC) (St. Paul Technology for Literacy Center, 7/85) was established in 1985 to stimulate the use of technology by providing incentive grants to existing literacy programs. The Center focuses on the use of computers and other forms of technology for adult illiterates, provides direct service to adults in need of basic skills improvement, trains teachers, administrators, graduate students, and volunteers to incorporate technology in their programs, and researches the value and applicability of technology in basic literacy instruction and disseminating the results. The primary focus of the project is on adults who have reading and math skills below an eighth grade level.

A private foundation project, Literacy '85, is the key agency in the Minneapolis/St. Paul area. The major focus of this group is, again, communication, referral, service development, and the development of public awareness.

New York City has provided a substantial amount ($35,000,000 in the next 4 years) in order to fight illiteracy. The money is channeled through libraries, the Board of Education, City College, and various community based organizations around the city.

The Mayor's Commission on Literacy has undertaken a program in Philadelphia stressing the same goals as other large cities involving an active coalition of service providers in planning and coordination.

The San Antonio Mayor's office has initiated leadership for adult literacy The greater San Antonio Literacy Council plans to be active in a number of literacy-related activities.

Hammink's report in 1985 states that although cities use different means to fight illiteracy, they have many common elements such as their emphasis on communication, coordination, awareness, public and private resource development, strategic planning, and service development.

Although attention at times is focused on larger cities, smaller areas have also been involved in literacy activities. In an effort to increase public awareness of Monroe County, Indiana's illiteracy problem and to better serve the education needs of its adult illiterates, the mayor of Bloomington, Indiana, Tomilia Allison proclaimed the month of September Literacy Month (Monroe County Commissioners, 1985). Other smaller cities and towns are doing the same.

Individual giving. Short-term volunteer contributions such as secretarial work and public speaking have had a great impact on the campaign. In 1985, for example, the Contact Literacy Center logged a total of 1,062.3 volunteer hours for volunteers who covered the Center's hot line and did secretarial work. Volunteers assisting with this evaluation study logged over 950 hours in their work from September 1985 to June 1985.

In a survey conducted by the Coalition for Literacy, ten states reported 34 ways in which their states are using volunteers for administrative activities to enhance their state Adult Basic Education programs. (See "Utilizing Volunteers in ABE Programs," a brochure available from the Contact Literacy Center.)

Since the Coalition for Literacy was formed in 1981, many other individuals have given assistance. Mrs. Barbara Bush, wife of the Vice President, has endorsed and served as spokesperson for literacy efforts including the Coalition for Literacy and the Push Literacy U.S. (PLUS) program, a joint effort of the American Broadcasting System and the Public Broadcasting Systems.

Others directly involved with literacy have also assisted with the campaign in addition to their regular duties. Dr. Robert Wedgeworth, past ALA Executive Director (1972-1985), and Dr. Thomas Galvin, present Executive Director, have supported the development of the Coalition and the implementation of its programs and are providing, free of charge, the headquarters for the Coalition. They also act as spokespersons for the organization.

Jean Coleman, also of the American Library Association, since the inception of the idea of the Coalition, has given unstintingly of her time to assure coordination of the needed parts.

Dr. Violet Malone, Director of Cooperative Extension Education for the College of Agriculture at the University of Illinois at Champagne-Urbana, serves as volunteer chairperson of the Executive Committee for the Coalition and is experienced in adult education and literacy education of Third World women.

Harold McGraw, McGraw-Hill Publishers, retired, contributed one million dollars of his personal funds to the literacy effort. These funds were used to form the Business Council for Effective Literacy, a group of foundations and corporations supporting the fight for literacy in the United States.

Sidney Sheldon, author and playwright, contributed generously to the Coalition both financially and in serving as a spokesperson for the group.

Dick Clark, known for the American Bandstand television program, has endorsed the effort, and has given a portion of the proceeds from the sale of his book, The History of American Bandstand, to a Philadelphia literacy organization (Herald Telephone, 1985; Torsella, 1985).

Crown Publishers will donate two cents each from the sale of Jean Auel's book, The Mammoth Hunters, (New York Times, 1985) to a similar literacy effort.

Summary

"Other" resources are those which are not direct financial giving or tutoring, but which do contribute to the literacy effort in some way. Examples of other giving covered in Chapter 4 are free advertising time and space donated by the media, literacy activities taking place in corporations and foundations, and in various associations, organizations, and churches. Initiatives taking place within the federal state, and local governments are also described. Lastly, examples of individual giving are noted.

The more than $24,000,000 contribution of free advertising time and space provided by the media may be the single largest gift to the campaign. Thousands of television and radio stations, newspapers, and magazines cooperated with the American Association of Advertising Agencies in promoting the "Campaign Against Illiteracy" in order to raise public awareness of the illiteracy problem. The media is still highly involved with the literacy effort.

The most outstanding example of media support is a joint effort by the Public Broadcasting System (PBS) and the American Broadcasting Company (ABC) in developing a two-phase public service campaign, Project Literacy U.S. (PLUS). PLUS focuses on raising public awareness through public programming and mobilizing community resources in fighting illiteracy. Other networks in 43 states also are now involved in programs similar to PLUS.

Magazines and newspapers have not only supported the campaign but have also included articles and clippings on the topic of adult literacy. Many are taking steps to alleviate the problem of illiteracy in their local communities by establishing their own programs.

Corporations and foundations are extremely active in literacy work not only in direct funding (see Funding Resources) but in "other" kinds of activities. The Business Council for Effective Literacy (BCEL) has been an outstanding leader in involving the business community in the literacy effort. The BCEL was created in 1984 and initially funded by a $1 million personal grant from businessman Harold McGraw, Jr. BCEL publishes a quarterly newsletter, makes available leaflets and reports on literacy, and corresponds with government officials and those involved in the literacy movement in order to encourage business support and to coordinate the literacy movement throughout the country.

Businesses which become involved in literacy activities do such things as provide space for small group instruction, provide telephone services, computer equipment, free printing and advertising, set up literacy programs for employees, take leadership roles in community initiatives, and become active in fund raising and recruiting for area programs.

Associations and organizations, especially those directly involved with literacy or tangential to it, are active in literacy efforts. Substantial in-kind contributions for travel and general administrative expenses have been made by all of the Coalition for Literacy constituent groups. The American Library Association, in particular, has contributed an extensive administrative service as well as equipment and telephone support.

Associations affiliated with the book publishing industry have also been active in focusing on public and industry-wide awareness, urging membership to become involved in literacy programs and supplying reading materials to individual communities.

Libraries have traditionally been and still are leaders in literacy work, either in developing their own adult programs, supplying information and materials for non-library programs, or working with other literacy-oriented groups in promoting literacy awareness and legislation.

Community groups such as service clubs, retiree organizations, local labor unions, and churches are active in volunteer work at the local level. For example, the United Auto Workers in Dearborn, Michigan, assumed a leadership role in literacy efforts in the Ford Motor Company there. The Lutheran Church Women are highly involved in literacy efforts with both direct funding and in-kind monies for staff, rent, and personnel.

Federal, state, and local governments are becoming increasingly involved in the literacy effort. The President's Initiative (see Introduction) places the government in the role of coordinator of adult literacy activities as well as doing research to identify those who need literacy instruction. Increased government awareness can also be seen in an increase of literacy-related Congressional hearings and legislation.

States are also becoming more literacy oriented. Over 70 percent of the states now report increased activity in the area of literacy. Many states now have governor-supported coalitions with formal avenues for coordination. Most state-wide efforts are initiated and coordinated by state-administered Adult Basic Education programs, Program/Library System, or state volunteer organizations.

Though no systematic record of state literacy-related legislation is available (Kaplan, 1986), one state has now passed legislation (Indiana H.B. 1123) which offers a mandate for citizen action for the next 10 years (Ind. Congress House, 1986).

Several large cities have undertaken the fight against illiteracy in a variety of ways, stressing many common components such as communication, coordination, awareness, public and private resource development, strategic planning, and service development. One outstanding example of urban literacy involvement is the Technology for Literacy Center in the St. Paul/Minneapolis area. The program was established in 1985 and focuses on the use of computers and other technology to provide direct service to adults in need of basic skills improvement.

Countless individuals have given of their time and talents to the literacy effort. For example, Mrs. Barbara Bush, wife of the Vice President, has been a spokesperson for the literacy cause. Jean Coleman of the American Library Association, and Dr. Violet Malone, Director of the Cooperative Extension Education for the College of Agriculture at the University of Illinois, have given great amounts of time and effort in working with the Coalition in promoting the campaign. Other individuals such as directors of groups involved with literacy, business persons, authors, radio and television personalities, and a host of other dedicated individuals have given to the literacy cause.

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Chapter 5

SUMMARY

Background

The Coalition for Literacy was formed in 1981 under the leadership of the American Library Association to alert the public to the problems of adult illiteracy in the United States. The 11-member Executive committee, comprised of representatives from the American Library Association and 10 other literacy-concerned groups in the United States, applied to and was accepted by the Advertising Council (1982) to develop a national media campaign in the interest of adult literacy: (1) to raise the awareness of problems confronting functionally illiterate adults; and (2) to increase the human, site, and funding resources available to combat the problems of the functionally illiterate adult.

During 1982, funds were solicited and raised for the public service advertising campaign and administration of the Coalition for Literacy. Late in 1983 and until December 1984, Benton & Bowles, a volunteer advertising agency, researched and developed the campaign. They provided all management supervision for the campaign on a volunteer basis. Personnel services and time for the volunteer advertising agency, the volunteer coordinator, and the Advertising Council were not charged to the campaign. The Coalition financed the out-of-pocket expenditures for media materials and outside services.

Funding for the 3-year campaign began with an initial grant from the United States Department of Education. Other groups, including B. Dalton Bookseller, General Electric, Time, Inc., the New York State Publishers

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Note: Personal responses (interview, telephone, correspondence, and memoranda) are referenced in the text. They are not included in end-of-chapter references or in the master reference list. They are to be found in the ALA Coalition for Literacy archival files.

Foundation, Warner Books, and the Business Council for Effective Literacy also contributed to the campaign.

One segment of the campaign was addressed to the general public using the theme "Volunteer Against Illiteracy: The only degree you need is a degree of caring." The other is addressed to the business community: "Volunteer Against Illiteracy: A literate America is a good investment."

In the months following the December 1984 press conference which announced the campaign, the Ad Council mailed out or delivered and promoted the use of media materials to the top 75 television markets, the top 50 radio markets, to local daily newspapers and selected consumer magazines, to selected business press publications, to Coalition members for their constituent groups, and to hundreds of local literacy program representatives.

Prior to and during the VAI campaign, an "800" number referral service was maintained by the Contact Literacy Center in Lincoln, Nebraska. The number was included in all Ad Campaign material. Contact answered an average of 2,646 calls per month in 1985 from a low of 962 calls in January to a high of 3,587 calls in September.

Financial support for the Ad Council out-of-pocket expenses for a 3-year campaign and monthly costs for the telephone response for the Contact Literacy Center's "800" telephone number were the Coalition's most expensive activities.

The Evaluation Study (1986)

The purpose of this study was to: (1) examine the change in awareness of the problems confronting functionally illiterate adults in the United States; and (2) examine the change in resources available for combatting the problems of the functionally illiterate adult in the United States.

This formative evaluation study for the first year's (1985) campaign was conducted by Dr. Anabel P. Newman, Director, Reading Practicum Center, Indiana University, and a team comprised of four I.U. students enrolled for research/evaluation credit, five volunteers, and a typist. The study examined the impact of the "Volunteer Against Illiteracy" campaign against the two broad goals of the campaign, i.e., to raise awareness of the problem and to increase resources for solving the problem through library search of government documents and other literacy-related material; by mail, telephone, and personal interviews of Coalition and other literacy-related individuals; and through a careful process of checking and cross checking sources for validity with Coalition Executive Committee members and with United States Department of Education personnel. The first reading of draft reports by Coalition members occurred in November 1985, the second in May 1986.

The Newman study (1986) ties together information from the Benchmark Research Study conducted by the Benton & Bowles Advertising Agency to measure the impact of the Ad Campaign during the first 6 months of its life, the Fowler study giving an early reading of the impact of the campaign on resources available to literacy programs and their level of activity (Fowler, Survey Research Center, University of Massachusetts/Boston, 1986), and the Contact Literacy Center results for the first year of the campaign (1985). In addition, it furnishes data obtained through an extensive library search for source materials, a questionnaire survey, personal interviews, telephone interviews, and correspondence related to human, site, funding, and "other" resources.

Most of the documentation for the Reading Practicum Center Study was gathered by student and volunteer team members.

Contents of the Evaluation Study Report

The history of the Coalition, its relationship to the national Adult Literacy Initiative and a brief description of the Business Council for Effective Literacy and its relation to the Coalition are provided in the Introduction of the report. The goals, planning, and implementation of the Evaluation Study are also included.

Chapter One of the Evaluation Report provides background, procedures, and results from the Ad Council media campaign, including the results of the Benchmark Study which the Ad Council conducted in late November and early December 1984 and again in July 1985.

Chapter Two includes the complete text of the Coalition-commissioned study by Dr. Floyd J. Fowler, Center for Survey Research, University of Massachusetts/Boston, entitled "Survey of Literacy Resources: A Summary Report of Findings" (February 1986). This study documents, through the use of written and telephone interviews, the change in program resources from November 1984 to August 1985 of a randomly selected group of literacy providers from the Contact Literacy Center's data base for literacy services.

Chapter Two also includes two related, non-Coalition-commissioned studies: McGrail's "Adult Illiterates and Adult Literacy Programs: A Summary of Descriptive Data" (1984) commissioned by the Far West Laboratory under contract to National Institute of Education; and McCune and Alamprese's "Turning Illiteracy Around: An Agenda for National Action" (1985), commissioned by the Business Council for Effective Literacy (BCEL).

The third chapter of the report describes the impact of the advertising campaign on the Contact Literacy Center, including results of its monthly and annual Hot Line report and its Clearinghouse activities.

Chapter Four documents the impact of the campaign on human, site, funding, and "other" resources for the period 1980 to 1985.

Chapter Five provides a summary of the findings of the first four chapters.

A reference section is provided in the report.

An extensive Appendix section is available through the ERIC system.

Data Collection

The data collection portion of the study was conducted by questionnaire and through personal and telephone interviews of Coalition Executive Committee members, government personnel, representatives of foundations and corporations, and a wide variety of other persons involved in literacy-related endeavors, and through library and government document search from September 1985 to December 31, 1985.

Summary results of these interviews and questionnaire results are included in the "Findings" section.

Data Analysis

The analysis of the data as reflected in this final report was carried out between January 1 and May 31, 1986.

Findings

1. To raise awareness of problems confronting functionally illiterate adults and out-of-school youth over age 15 in the United States.

Calls to the Contact Literacy Center. The findings of the study indicate that awareness of the problems confronting functionally illiterate adults and out-of-school youth in the United States has increased measurably as indicated by calls to the Contact Literacy Center. The Contact Literacy Center logged an average of 2,646 calls per month in 1985, from a low of 962 in January to a high of 3,587 in September. In December 1984, when the Ad campaign was introduced, 521 calls were received on the Hot Line. A year later, in December 1985, 1,926 calls were received, an increase of 370 percent. As evidenced by the rise in the number of calls during the first year of the campaign, it appears that the Ad campaign has had a direct and significant impact on public awareness of the problem of adult literacy.

Results of the Benchmark Study. A benchmark study was conducted by the Advertising Council in November 1984 (Wave I) and again in July 1985 (Wave II), to measure the impact of volunteer-agency-developed public service announcements on public awareness of the problems of the adult illiterate. The Benchmark Study researchers found that:

1. Awareness of "advertising" about illiteracy increased significantly (21.4 percent to 30.0 percent), particularly among the target audience (adults 25 years or older with household incomes of $25,000 and over who have shown a propensity toward volunteering).
2. The influence of the "Volunteer Against Illiteracy" (VAI) Campaign is indicated by the advertising elements recalled in Wave II. Thirty-four percent of those who saw the illiteracy advertising specifically remembered points which can reasonably be attributed to the VAI advertising (related recall), or mentioned elements that could only have come from seeing the campaign (proven recall). For example, 10 percent specifically remembered the "man trying to read to his daughter."

Interestingly, as specific recall increased, there was a dramatic drop in the more general comments often heard, such as "students can't read," and "it's the fault of the schools."

3. Familiarity with the issue of illiteracy among the general public showed positive increases, particularly among those who had seen the advertising versus those who had not (43.9 percent to 47.8 percent). Even so, the results indicate that fewer than half of the American people feel they "know something" about illiteracy, and this level of "knowledge" is lower than that for all of the other social problems probed in the Benchmark Study.
4. Attitudes toward illiteracy were maintained at the consistently strong levels seen in Wave I, with a significant increase in the number of Americans who agree that "illiteracy is a major problem in the U.S." (67.9 percent to 72.0 percent). The numbers of illiterate Americans were not specifically played back in advertising recall.
5. Volunteerism in general, regardless of the social issue probed, decreased significantly from Wave I to Wave II, possibly due to the time of year (Wave I was conducted just prior to Christmas). By contrast, the likelihood of target audience volunteering for illiteracy remained constant from Wave to Wave, which suggests that the advertising campaign did serve to raise awareness of the illiteracy problem. Also, people who recalled seeing illiteracy "advertising" were significantly more likely to consider working against illiteracy (40.0 percent) than those who did not recall advertising (28.3 percent).

6. The main reason why people would consider volunteering to help with adult illiteracy is that "it would be rewarding" or "I would like to help." This type of response rose from 50.5 percent in Wave I to 57.9 percent in Wave II. The two key reasons for not volunteering are time and qualifications. However, more Americans perceived themselves qualified to help in Wave II than in Wave I.

Results of the first year advertising campaign. The Advertising Council's national 3-year "Volunteer Against Illiteracy" Campaign, introduced in December 1984, has increased awareness of the problems of the adult illiterate as evidenced by the results of the Benchmark Study (see above). It reports increased awareness of illiteracy as a major problem in the United States and an increase in the positive attitudes of people toward the solvability of the problem.

Norma Kramer, Manager of the Ad Council Campaign, reports over $24 million contributed in media time and space during the first year of the campaign, an excellent showing given that the campaign was not completely "rolled out" until March 1985.

Through the offices of the Ad Council, Benton & Bowles Advertising Agency (now D'arcy Masius Benton & Bowles), the volunteer ad agency for the campaign, the Coalition was provided with management, supervision, research, accounting, copywriters, art directors, television producers, and other specialists in the course of designing and implementing the campaign and evaluating its effects.

Results of the Fowler study (1986). A random sample of 716 literacy-related programs was surveyed to determine the changes in resources devoted to literacy efforts between fall 1984 and fall 1985 by the Survey Research Center (Fowler, U/Mass). The survey, contracted by the Coalition for Literacy, indicated that:

1. Enrollments in literacy programs in the fall of 1985 were up over 9 percent from the preceding fall.
2. Growth in enrollment was more evident among volunteer programs (LLA and LVA) than among ABE-affiliated programs.
3. The number of volunteer teachers increased about 29 percent between fall 1984 and fall 1985.
4. The Contact Literacy Center referred calls from potential teachers and students to almost half of the literacy programs in the country. About one-third of all literacy programs reported getting one or more new volunteer teachers via Contact referral, and the rate was similar for newly enrolled students. It is estimated that 8,000 new teachers and 10,000 new students came to literacy programs via Contact Center referral as a result of the ad campaign.
5. The total budgets of literacy programs in 1985 are estimated to be $109 million, up about 9 percent from the preceding year. Smaller, volunteer-oriented programs reported much more substantial gains, while the large ABE programs, on average, lagged behind the national average in budget increases.

Quantity and frequency of advertising. Although the returns are not yet complete for the year, the quantity and frequency of ads run during 1985 represent a contribution on the part of the media of over $24,000,000. The breakdown of this contribution is as follows:

Television. Home impressions valued at $15,227,250 were presented at least once by almost every one of the top television stations contacted by the Ad Council.

Radio. Radio messages valued at $3,234,000 were presented by 215 of the 910 stations originally contacted by the Council.

Newspapers. It is estimated that a total value of $1,485,832 worth of free advertising space was contributed from the estimated 2,506 ads run. The Ad Council mailed six ads to over 2,000 newspapers.

Consumer magazines. More than 180 ads ran in consumer magazines for a total estimated dollar value of $3,626,278.

Business press. The estimated 227 ads which ran in the business press during 1985 yielded a dollar value of $919,580.

Book publication ads. Warner Books published a special ad for the Coalition in many of its publications. Twenty million of these publications contained the ad. The estimated dollar value of this advertising contribution alone is at least $20,000,000.

Video. The Advertising Council also developed an 11-minute video to explain the campaign.

Brochures. Twelve brochures distributed through the Contact Literacy Center, written and designed by Coalition members, were produced by Time, Inc., as an in-kind contribution to the Coalition and printed by the Contact Literacy Center, American Library Association, AAAA, and the Ad Council.

Campaign guide/order form/broadsheet. This 4-fold document pictured the public service advertisements and television films and provided sample radio scripts. Detailed descriptions and use suggestions were provided and included important campaign facts.

Requests to LLA and LVA. The number of calls to Laubach Literacy Action and Literacy Volunteers of America requesting data about the problem of adult illiteracy combined has increased from 32,122 in 1980 to 64,341 in 1985, a 100.3 percent increase.

Peter Waite, Executive Director of LLA, reported 870 contacts in 1985; he estimates that this is twice as many as in 1980. Of these 870 contacts, 71 percent were made by citizens, 6 percent by business, 6 percent by civic organizations, and 14 percent by libraries and media.

Jinx Crouch, Executive Director of Literacy Volunteers of America, reports a dramatic increase in telephone calls (received daily) and letters (from approximately five weekly in 1980 to between 12 and 15 weekly in 1985). In 1984, with 94 out of 168 programs reporting, 70 percent of the total volunteers were female, compared to 90 percent prior to 1984. This increase in male volunteers in 1984 is seen as an indication of increased awareness of the literacy effort.

The Office of Adult Education in the U.S. Department of Education reports that in the National Adult Education Volunteer Network in 1983 there were 175 state and local adult education practitioners in 42 states compared to over 600 in 50 states in 1985, an increase of 243 percent. This office reports 23,117 volunteers in ABE programs in 1984. During 1985 the U.S. Clearinghouse of Adult Education received 200 contacts a month and disseminated over 400 publications a month.

2. To increase the human, site, and funding resources available to combat the problems of the functionally illiterate adult.

The increased numbers of volunteers in CL member groups. Increased numbers of volunteers in Coalition member groups are reported in Laubach

Literacy Action (LLA), Literacy Volunteers of America (LVA), and in Adult Basic Education (ABE).

Ms. Crouch (LVA) reports that the total number of volunteers increased from 7,122 in 1980 to 14,241 in 1985, a 100 percent increase. This reflects the 20 percent increase in male volunteers in 1984. Peter Waite (LLA, Executive Director) reports just over a 100 percent increase in the total number of volunteers from 1980 to 1985 (25,000 in 1980 to 50,100 in 1985). These two groups, LLA and LVA, report a total number of volunteers in 1985 of 64,341, as compared to 32,122 in 1980, reflecting an increase of just over 100 percent.

The office of Adult Education (U.S. Department of Education) reports 23,117 volunteers in ABE programs in 1984. This office reports that in the national Adult Education Volunteer Network in 1983 there were 175 state and local adult education practitioners in 42 states compared to over 600 in 1985, an increase of 243 percent.

The increased numbers of paid workers not in state-administered programs. Paid staff in LLA and LVA has increased from 50 to 100 local administrative personnel, an increase of 100 percent (LLA), and from 5 to 11 paid staff, an increase of 120 percent (LVA). Teachers in state-administered programs in New Jersey and New York, by contrast, declined by 7 percent in New Jersey and 35 percent in New York. New York also dropped 33 percent of its paraprofessionals.

The increase in the number of volunteer and ABE sites. Literacy volunteers of America (LVA) has increased the number of sites used from 92 programs in 11 states (1980) to 218 programs in 32 states (1985), an increase of 137 percent. Forty percent of these sites are in local community centers such as YMCAs, universities, ABE centers, or commercial office space. In 1980 and 1985 LVA maintained 50 percent of its sites in libraries, 40 percent in other public places mutually convenient to the tutor/student, and 10 percent in churches.

Laubach Literacy Action (LLA) has increased the number of sites used from 586 in 1980 to 728 in 1985, an increase of 24 percent. In both 1980 and 1985 churches provided 30 percent of the literacy sites, libraries provided 20 percent, and 50 percent of the sites were in private homes. In the 46 states in which LLA sites are located, urban areas have 30 percent of the sites, suburban areas 60 percent, and rural areas 10 percent, an increase of 24 percent at each site.

The total number of Adult Basic Education (ABE) sites in New York has increased from 276 in 1980 to 378 in 1985, an increase of 37 percent. Broken down further, increases range from a 33 percent increase in sites in businesses to a 43 percent increase in sites located in libraries. These increases are seen in urban (37 percent), suburban (37 percent) and rural (38 percent) areas.

The marked increase in giving to adult literacy through grants, most especially from foundations and business and industry. The largest funder of literacy-related programs in the United States remains the U.S. government. This funding (over $1 billion per year), channeled through the Department of Education, has not increased substantially between 1980 and 1985. Some programs (such as Compensatory Education for the Disadvantaged and Education for the Handicapped) have shown slight increases, while others (Indian Education and Bilingual Education) have shown decreases.

State-administered programs have continued to be funded at approximately the same level ($100 million per year) since 1980. Government funding is directed at potentially employable, job market candidates.

A dramatic increase in giving to adult literacy through grants from foundations, business, and industry is seen from 1980 to 1985. These grants are focused mainly on programs within the community either by direct funding or by developing awareness programs which encourage local giving.

In comparison to government funding and funding by corporations/ foundations, organization and association giving was small. While these groups do not appear to be giving substantially monetarily, more are becoming involved in literacy activities.

Increase in "other" giving. A phenomenal increase in "other" resources is documented through increased media time, materials contributions, volunteer contributions (other than tutoring), and the increased and sustained support of Coalition constituent in-kind contributions.

"Other" resources are not direct financial giving or tutoring but do contribute to the literacy effort. Media donated free advertising time and space, literacy activities in corporations and foundations, and in various associations, organizations, and churches are all examples of "other" resources.

The free media advertising time and space contribution of more than $24,000,000 may be the largest single gift to the campaign. Another outstanding example of such media support is a two-phased public service campaign, Project Literacy U.S. (PLUS) developed by the Public Broadcasting System (PBS) and the American Broadcasting Company (ABC). PLUS focuses on raising public awareness through public programming and mobilizing community resources in fighting illiteracy.

In addition to including free advertising space, magazines and newspapers have supported the campaign through articles and clippings on adult literacy.

Corporations and foundations have supported the campaign not only by direct funding but in "other" kinds of activities. The Business Council for Effective Literacy (BCEL) is a leader in the literacy effort under the direction of its founder Harold McGraw, Jr. A monthly newsletter, leaflets, reports on literacy, correspondence with government officials and others involved in the literacy effort are all part of BCEL's activities in support of the campaign.

Small group instruction, telephone service, computer equipment, printing and advertising, and active fundraising are only a part of the "other" contributions that businesses contribute to the literacy effort.

Substantial in-kind contributions have been made by all of the Coalition for Literacy constituent groups, particularly the American Library Association (ALA). The ALA has provided extensive administrative services, equipment, and telephone support.

Increased government awareness is seen at local, state, and federal levels. The President's Adult Literacy Initiative places the government in the role of coordinator of activities and research for the literacy effort. Over 70 percent of the states report increased activity in literacy efforts. No systematic record of state literacy-related legislation is available.

The book publishing industry has assumed an active role by focusing on public and industry-wide awareness by urging membership to become involved in literacy programs and to supply reading materials to individual communities.

At the local level, volunteerism is on the rise; this reflects active participation by groups such as the United Auto Workers in Dearborn, Michigan, and the Lutheran Church Women.

Also, cities are stressing common components in the campaign, such as communication, coordination, awareness, public and private resource development, strategic planning, and service development.

Individuals contributing time and talents to the literacy effort are countless. Notable contributions of time and effort have been made by Mrs. Barbara Bush, wife of the Vice-President, who has been a very vocal spokesperson for the literacy cause; Jean Coleman of the ALA, and Dr. Violet Malone, Director of the Cooperative Extension Education for the college of Agriculture at the University of Illinois; and many others who are giving generously of their time and money.

The reader will recall that the purpose of this study was to examine

1. To what extent the awareness of the problems confronting functionally illiterate adults and out-of-school youth 16 and older in the United States changed in 1 year (1985); and
2. To what extent the human, site, and funding resources available to combat the problems of the functionally illiterate adult changed in 1 year (1985).

The preceding chapters document the changes which occurred in literacy awareness and resources in 1985.

Even as the study was in progress perspectives were changing. The numbers needing help were changing. The human and physical resources available were changing. Institutions were opening their doors to furnish sites. States were organizing coalitions. The public realization was coming that whatever the numbers, this is a cause that must be addressed or our nation will suffer. This study is one small segment in the chronological history of addressing the problem of illiteracy in the United States.

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APPENDIX A
Coalition for Literacy Proposal (1981)

ILLITERACY:

THE PROBLEM AND THE SOLUTION

DRAFT

Proposal of the:

Coalition for Literacy
50 East Huron Street
Chicago, Illinois 60611
(312) 944-6780

THE ILLITERACY PROBLEM

Illiteracy in America is a complex problem. Illiteracy is an invisible problem that is difficult to identify within the country's population. It is mainly identified through census reports, unemployment figures, school dropout information and welfare case loads. Reading has been termed an "enabling skill" (Sticht, T. - Reading for Working) - one that allows an individual to be trained (and sometimes retrained) for a job or career; to cope; to survive; to live. Yet, more that 53 million Americans have less that a high school education. This number is increased by an estimated 800,000 high school dropouts each year, says the National Advisory Council on Adult Education.

The U.S. Department of Education and Ford Foundation studies have indicated that the portion of the U.S. population identified as "functional illiterates" ranges from 23 to 60 million. Functional illiteracy relates to the ability of an individual to use reading skills in everyday life situations -- reading street signs, reading and comprehending written directions, labels, applications, work-oriented information. Within a society, the concept of literacy is a social phenomenon. Basic literacy skills (reading, oral and written communication and numeracy) are not static. They must be learned, applied correctly and enhanced to meet the needs of an advanced technological society.

The cost of functional illiteracy to the taxpayer is substantial. The Wall Street Journal (January 22, 1981) pointed out "...The lack of literate workers is creating problems for a variety of industries - problems ranging from wasted investment in more-efficient equipment to outright safety hazards..."

Researchers have found a direct correlations between the inability to read well, juvenile delinquency, and adult crime. Welfare rolls are swelled by people who could find jobs if only they could read: over one-third of the mothers receiving Aid to Families with Dependent Children are illiterate.

The cost of illiteracy to industry and the armed forces is measured by industrial and military accidents to personnel and equipment. Additional costs include the funds to underwrite remedial courses to upgrade basic skills.

In addition to public school efforts major programs are being conducted nationally to provide basic literacy/skills to adults 16 years and over who need tutorial assistance in upgrading their skills. All these programs have one commonality - they are locally based:

- Adult Basic Education (ABE) programs. The Economic Opportunity Act of 1964, the Adult Education Act of 1966 and its amendments supported Adult Basic Education and General Education Development programs. Skills building instruction is provided by full-time and part-time professional teachers. The ABE legislation is considered significant because it

- focused national resources and concern toward impacting on illiteracy in the United States.

- Laubach Literacy International (LLI) was organized over fifty years ago. Frank C. Laubach's "Each-One-Teach-One" concept became the core of the volunteer tutorial approach. LLI has over 535 councils nationwide with 19,870 tutors providing basic English and English for Speakers of Other Languages (ESOL) tutorials for approximately 30,000 students. Their publishing division, New Readers Press, provides a multitude of materials written at an easy reading level.

- Literacy Volunteers of America, Inc. (LVA) is a twenty-year-old organization with over 116 national affiliates and 10,000 tutors providing tutorial programs in basic English and English-as-a-Second Language (ESL) for approximately 13,000 students. The organizations publishes bibliographies, multi-media materials for training tutors and basic reading books.

- The American Library Association (ALA) has provided training for a group of librarians committed to training other librarians in providing literacy programs in libraries. The ALA have published several resource books for librarians including: Literacy and the Nation's Libraries by Helen H. Lyman and Reading Instruction for the Adult Illiterate by Edward V. Jones.

These are only a few of the organizations that have recognized that...LITERACY IS A NATIONAL CONCERN...but there has been no coordinated effort to connect the people who need help with the people who can provide help. THIS IS THE LINK THAT A NATIONAL PUBLIC SERVICE CAMPAIGN CAN PROVIDE.

FUNCTIONAL ILLITERACY is the most curable illness facing our society.

The more basic problem is the lack of awareness on the part of the American public to this closet disability and its negative impact on a significant portion of the population. "The awareness and participation of the population" has been cited by UNESCO studies[1] as a vital factor to the success of programs to combat illiteracy.

A national media campaign is needed: (1) to focus the nation's attention on the problem; (2) to identify some of the agencies (schools, churches and libraries) that have focused attention on the problem; and (3) to provide followup access to information that links inquiries about illiteracy to those agencies that can mobilize community resources to provide the action to solve the problem.

---

[1] Bhola, H.S. "The Elusive Goal of World Literacy: Mass Campaigns May Be UNESCO's Next Approach" in Development Communication Report, April 1980, No. 3. p.1.

THE SOLUTION

The keys to a solution to illiteracy in America lies in national awareness of the problem and local activity to bring human and financial resources to bear on the problem.

Librarians, educators, volunteer groups, publishers, advertisers and other corporate representatives have joined together in a COALITION for LITERACY (CL). The Coalition will develop a three-year national awareness campaign in collaboration with the Advertising Council of America, Inc. The campaign will be aimed at identifying: (1) the problem; (2) nationally available resources; and (3) ways local human and financial resources may be mobilized to promote literacy.

Elements of the national awareness campaign are:

- Develop a multi-media advertising campaign on illiteracy in America, and resources for solving the problem;
- Provide an "800" telephone number and a clearinghouse referral center to link inquiries to information regarding local and national resources;
- Provide a means for mobilizing local human service and financial resources for building and maintaining effective client-related literacy programs.

- Provide technical assistance to local areas for either strengthening existing tutorial programs or establishing new programs.

The Coalition for Literacy brings together organizations and agencies which have track records in working with literacy and adult education. The Coalition has established an Executive Committee that is responsible for guiding, implementing and evaluating the campaign. Members of the full Coalition will receive information on the campaign to disseminate through their networks to reach local communities.

Organizational members of the Executive Committee of the Coalition for Literacy are:

- American Association for Adult and Continuing Education (AAACE)
- American Association of Advertising Agencies (AAAA or 4As)
- American Library Association (ALA)
- Association of American Publishers (AAP)
- B. Dalton Bookseller
- CONTACT, Inc.
- International Reading Association (IRA)
- Laubach Literacy International (LLI)
- Literacy Volunteers of America, Inc. (LVA)
- National Advisory Council on Adult Education (NACAE)
- National Commission on Libraries and Information Science (NCLIS)

Dr. Carol A. Nemeyer, Associate Librarian of Congress, chairs the Executive Committee of the Coalition for Literacy. The Executive Committee will work with various agencies to implement the campaign.

ADVERTISING COUNCIL

The Advertising Council has accepted the proposal developed on behalf of the Coalition for Literacy to conduct a multi-media campaign. A recognized advertising agency will be appointed to develop a campaign theme; develop radio, print and television "ads" on the problem and its solution. The Coalition must pay the Ad Council for out-of-pocket expenses. Media exposure will be donated in space and time to the equivalent cost of 10 to 20 million dollars.

CONTACT, INC.

The campaign will have an "800" telephone number and a clearinghouse for providing information and referral that will link inquiries to local or national resources. CONTACT, Inc. an international human services I & R agency will not only staff the "800" telephone number, but will also disseminate to all callers printed information kits about the campaign and the Coalition for Literacy. Working with the AAAA, CONTACT publishes

Reducing Functional Illiteracy: A National Guide to Facilities and Services, a directory of literacy programs in the United States and Canada. CONTACT, Inc. also publishes a monthly newsletter entitled The Written Word, which is a communication tool for workers in the field of functional illiteracy.

A.B.E.
L.L.I.
L.V.A.

Technical assistance will be given to local groups and communities that want to strengthen and extend existing programs or to mobilize community resources to develop new programs. Experts experienced in extending this service from the Adult Basic Education (ABE) field and from the two major volunteer agencies: Laubach Literacy International (LLI) and Literacy Volunteers of America (LVA) will provide most of the technical assistance. Response to the local need for programs must be met by organizations trained to develop community-based literacy programs.

OTHER IMPLEMENTATION STEPS

Materials will be developed to support all phases of the awareness campaign:

- Advertising Council and the volunteer advertising agency will develop national multi-media ads, posters and spot announcements;

- The Executive Committee of the Coalition will develop a campaign material kit, including advertising for local use; promotion ideas; sample editorials and programs for local publicity.

Evaluation mechanisms for measuring the effectiveness of the awareness campaign will be developed by the Executive Committee of the Coalition for Literacy. Indicators of reaching the population will include:

- Measuring frequency and amount of exposure of advertising regarding illiteracy;
- Measuring response to exposure:
    - use of the "800" telephone number;
    - number of new literacy programs;
    - number of new volunteers recruited;
    - number of new students recruited.

FINANCING THE CAMPAIGN

The three-year campaign will require $1,703,697.

- The fiscal agent for the Coalition for Literacy will be the American Library Association. Dissemination of funds will be appropriately monitored by the Executive Committee.

- Recognition for grants made to the Coalition for Literacy will appear in printed brochures and other public information releases.

Three (3) Year Budget for Coalition for Literacy: Media Campaign

Line	Description	Total
Executive Committee Personnel:		
1	Project Coordinator	$ 54,000
2	Project Secretary	15,147
3	Consultant	12,000
	Subtotal	$ 81,147
Operating Expenses:		
4	Supplies	$ 800
5	Postage	2,000
6	Telephone	2,500
7	Duplicating	3,500
8	Travel & Per Diem	97,000
9	Printing	150,000
	Subtotal	$ 256,300
Contract Services:		
11	Ad Council	$ 488,250
12	CONTACT, Inc.	278,000
	Subtotal	$ 766,250
Technical Assistance Services:		
13	Volunteer Sector	$ 400,000
14	Public Education Sector	200,000
	Subtotal	$ 600,000
Three Year Budget Summary:		
	Executive Committee	$ 337,447
	Contract Services	766,250
	Technical Assistance Services	600,000
	TOTAL	$1,703,697

First Year Budget Narrative:

Line 1	Project Coordinator: Jean E. Coleman (1/2 time)
Line 2	Project Secretary: Lois A. Gregory (1/3 time)
Line 3	Consultant: Peggy Barber Assists in developing all public information materials for Coalition.
Lines 4-7	General office expenses for project: costs include stationary; postage and mailing; Wats line telephone use; etc.
Line 8	● Travel and per diem averages: transportation (ground and air) $450 + $100 per diem. ● Budgeted for four (4) trips per year plus two (2) meeting days for the first two years of the project. There will be two (2) trips of the Executive Committee during the third year.
Line 9	Public relations packets will be developed for the project to answer specific questions regarding each of the organizational members of the Coalition and how they assist in literacy skill development. The packets will be disseminated through CONTACT, Inc. and through the network system of each member of the Executive Committee of the Coalition.
Line 11	The Advertising Council requires $150,000 for out-of-pocket cost plus 8.5% indirect charges.
Line 12	The CONTACT, Inc. will provide response mechanism for the campaign. A nationwide "800" telephone number will also send out the PR packets; a newsletter (The Written Word) and a directory of local literacy resources. The newsletter and the directory will be sold on a subscription basis during the second and third year. The income from the subscription will decrease the finds required in the second and third year.

Lines 13-14	Technical assistance to local communities will be extended by the volunteer sector (LLI and LVA) and by the public education sector. Funds for "seed" money to start or extend local volunteer tutorial projects or to extend the services of local adult basic education groups are being sought. First and second year's funding will be needed at the same level but decreased during the third year.

COALITION FOR LITERACY: MEDIA CAMPAIGN

EXECUTIVE COMMITTEE

Carol A. Nemeyer
Executive Committee Chair
Associate Librarian of Congress
Washington, D.C. 20540
202/287/6587

American Association for Adult and Continuing Education (AAACE) Washington, D.C.	Delores Hobbes Adult and Community Education 2418 St. Pauls Street Baltimore, MD 21218 301/396/6699
American Association of Advertising Agencies (AAAA or 4As) 666 Third Avenue New York, NY 10017 212/682/2500	Robert Purcell, Vice-President
American Library Association 50 East Huron Street Chicago, IL 60611 312/944/6780	Robert Wedgeworth Executive Director
Association of American Publishers (AAP) 2005 Massachusetts Avenue, NW Washington, D.C. 20036 202/232/3335	Townsend Hoopes, President
B. Dalton Bookseller One Corporate Center 7505 Metro Blvd. Minneapolis, MN 55435 612/893/7202	Bette Fenton, Director of Community Relations and Public Affairs
CONTACT, Inc. POB 81826 Lincoln, NE 68501 402/464/0602	Gary Hill, Executive Director
International Reading Association (IRA) 800 Barksdale Road POB 8139 Newark, DE 19711 302/731/1600	Ralph Staiger, Executive Director

Laubach Literacy International (LLI) 1320 Jamesville Avenue POB 131 Syracuse, NY 13210 315/422/9121	(Mr.) Lynn Curtis
Literacy Volunteers of America, Inc. (LVA) 404 Oak Street Syracuse, NY 13203 315/474/7039	Helen (Jinx) Crouch Executive Director
National Advisory Council on Adult Education (NACAE) Pennsylvania Building, Suite 323 425 13th Street, NW Washington, D.C. 20004 202/376/8892	Gary Eyre, Executive Director
National Commission on Libraries and Information Science (NCLIS) 1717 K Street, NW Washington, D.C. 20036 202/653/6252	Philip Sprague, Commissioner 400 E. Randolph #2010 Chicago, IL 60601 312/565/0135

Jean E. Coleman
Coalition Coordinator
Coalition for Literacy: Media Campaign
50 East Huron Street
Chicago, IL 60611
312/944/6780, Ext. 261

Coalition for Literacy

Design for Evaluation Study

SUMMARY (DRAFT, 4/19/85)

Phase I (4/30/85 to 3/15/86)

Purpose. "To provide an early reading on the impact of the Ad Council's Campaign Against Illiteracy on the resources available to literacy programs and their level of activity." (Survey Research Center Proposal, 1/28/85)

Will include results from --

1. Ad Council Benchmark Study (1984-1985).
2. Survey Research Center (Jack Fowler 4/30/85 to 3/15/85) study.
3. Business Council for Effective Literacy Research (D. McCune).
4. State of the art study -- Far West Laboratory for Educational Development under NIE funding.

Phase II (9/1/85 to 5/31/86) -- Formative Evaluation

Purpose. To provide further formative data on the two major goals of the campaign:

1. To raise awareness of problems confronting functionally illiterate adults and out-of-school youth over age 15 in US.

Will include results from --

- 1.1 Contact Literacy Center
- 1.2 Ad Council:
  - 1.21 In addition to incorporating results of Benchmark study,
  - 1.22 Will include data on quantity and frequency of ads requested for local use.
- 1.3 LVA and LLI
  - 1.31 Will include approximate no. of contacts requesting data about the problem.
  - 1.32 Will attempt to provide indication of change of level of awareness depending on available records.

2. To increase the human, site, and funding resources available to combat the problems of the functionally illiterate adult.

- 2.1 Human resources
  - 2.11 Will compare no. of volunteers in CL member groups (1981-85).
  - 2.12 Will compare no. of paid literacy workers in CL member groups (1981-85).
  - 2.13 Will examine and present, if possible, the length and level of involvement of those who took training, tutored, or had other volunteer involvement (1985).
- 2.2 Site resources
  - 2.21 Will compare no. of ABE sites (1981-85).
  - 2.22 Will compare no. of volunteer sites (1981-85).
  - 2.23 Will compare no. of library sites (1981-85).
- 2.3 Funding resources
  - 2.31 Will compare amount of giving to ABE (1980-85).
  - 2.32 Will compare no. of grants (1980-85).
  - 2.33 Will compare where money originates (1980-85).
  - 2.34 Will compare types of givers (1980-85).

Coalition for Literacy (1984)
Executive Committee
Annotated List

COALITION FOR LITERACY MEMBERS

AMERICAN ASSOCIATION FOR ADULT AND CONTINUING EDUCATION (AAACE) provides leadership in advancing the education of adults in the lifelong learning process.

AMERICAN ASSOCIATION OF ADVERTISING AGENCIES (AAAA) representing more than 570 advertising agencies, has adopted literacy as a community service focus since 1979.

AMERICAN LIBRARY ASSOCIATION (ALA) encourages its 40,000 plus individual and organizational members, already serving as education resources, to take a leadership role in the literacy movement.

B. DALTON BOOKSELLER (a national book retailer owned by Dayton Hudson Corporation) has committed $3 million to literacy as a primary focus for its community involvement and contribution program.

CONTACT CENTER, INC. is an international human service information and referral agency equipped to link literacy needs and resources.

INTERNATIONAL READING ASSOCIATION (IRA) supports the efforts of its 60,000 members to improve the quality of reading instruction and promote the lifetime reading habits.

LAUBACH LITERACY INTERNATIONAL (LLI) mobilizes more than 30,000 volunteers to combat adult illiteracy through 600 United States community programs.

LITERACY VOLUNTEERS OF AMERICA (LVA) fosters increased literacy in the United States and Canada primarily through 12,000 trained tutors in 175 communities.

NATIONAL ADVISORY COUNCIL ON ADULT EDUCATION (NACAE) The 15-member presidentially appointed government body responsible for advising the President, the Congress and Secretary of Education on federal policy related to adult education.

BEST COPY AVAILABLE

NATIONAL COMMISSION ON LIBRARIES AND INFORMATION SCIENCE (NCLIS) a permanent independent federal agency which advises the President and the Congress on library and information policy.

NATIONAL COUNCIL OF STATE DIRECTORS OF ADULT EDUCATION (NCSDAE) represents the fifty State Directors who implement the Adult Education Act and whose programs serve 2.3 million clients in 1982.

Sent to:
State ABE directors
State Library "
State LVA "

Coalition Correspondence (Chairperson's)

FOR YOUR INFORMATION

28 September 1984

Dear :

As a state leader of one of the eleven organizing members of the Coalition for Literacy (CL), you are encouraged to take an active role in organizing your state's response to the National Ad Campaign.

The Coalition for Literacy, organized two years ago by the American Library Association (ALA) in partnership with the American Association of Advertising Agencies (AAAA), has as its purpose "to plan and implement a nationwide multi-media awareness campaign." The campaign will focus on the problem of adult illiteracy and mobilize the financial and human resources necessary to help solve the problem. Eleven voluntary, public and private organizations interested in adult illiteracy constitute the organizing committee.

The Coalition has met regularly to plan the actual campaign and the technical response that will follow. Our activities have focused on: raising money to fund production costs of the ad agency, Benton & Bowles, chosen by The Advertising Council, Inc.; contracting with CONTACT Center Inc., for the development of a referral system with an 800 number; developing print material for the initial response; and designing strategies to provide technical assistance to existing programs or start new ones on a statewide basis.

The ad agency has produced an exciting media blitz that will be unveiled in the Fall. We know this campaign will work. A documentary called "Can't Read, Can't Write" aired on national television in January and February of this year provided us with the opportunity to field test the 800 number. There were 7,335 responses to the promotion. Of these, 57.2 percent volunteered services and 35.1 percent needed services.

The impact of this campaign on a state and local level will depend on the activity generated on those levels. In March, the U.S. Secretary of Education, T. H. Bell, wrote to the governor of each state encouraging the development of statewide Literacy Councils and Coalitions. Several states already have such organizations in varying stages of development. We are asking you to participate fully where efforts already exist or to initiate efforts where none exist. The State Adult Basic Education Directors have been asked to assist the Coalition in identifying existing or developing groups and convening a meeting.

We would like the opportunity to talk to you as a group and show a video tape about the Coalition and the campaign. This same meeting could be used to share information on (1) how to insure maximum usage of the media campaign, (2) how to insure reliability of information in the date base and how the 800 number can relate to local referral systems, (3) how to link with the technical resources available, (4) and how to most effectively organize on a state level.

The Coalition is trying to insure that all states have up-to-date and accurate information about the media campaign and the program response plans. Hopefully, this will assist state and local groups formulate their own response plans.

For further information, please contact the Coalition for Literacy office at 50 E. Huron Street, Chicago, Il 60611, (312) 944-6780 or any member of the Coalition's Program Response Committee whose names and telephone numbers are listed below.

Thank you.

Sincerely,

Violet M. Malone, Chair
Coalition for Literacy

CL Program Response Committee:
Dr. John Christopher, NCSDAE, (717)787-5532
Jean E. Coleman, ALA, (312)944-6780
Helen (Jinx) Crouch, LVA, (315)474-7039
Jean Hammink, B. Dalton, (612)893-7600
Jane Heiser, ALA/PLA, (301)396-1938
Peter Waite, LLA, (315)422-9121

APPENDIX C.3

Coalition Correspondence (Chairperson's)

16 November 1984

Memo to: State Directors

From: Violet M. Malone, chair
Coalition for Literacy

Re: Information

Enclosed is a video tape that explains in a brief but succinct manner the Coaltion for Literacy's program. The Executive Committee of the Coalition for Literacy is sending the video tape to the State Directors of Adult Basic Education, State Librarians and the State Literacy Volunteer Director (where available). Two sizes are being sent: State ABE Directors are receiving half-inch tapes while State Librarians and State Literacy Volunteer Directors are receiving three-quarter inch tapes. The tapes may be exchanged within states to use with whatever size equipment is available.

We encourage you to hold a planning meeting with a cross-section of adult literacy program providers within your state. This meeting could be used to share information on (1) how to insure maximum usage of the media campaign, (2) how to insure reliability of information in the date base and how the 800 number can relate to local referral systems, (3) how to link with the technical resources available, (4) and how to most effectively organize on a state level. Please remember that a member of the Coalition's Program Response Committee will be available to assist in any meeting.

For further information, please contact the Coalition for Literacy office at 50 E. Huron Street, Chicago, Il 60611, (312) 944-6780 or any member of the Coalition's Program Response Committee whose names and telephone numbers are listed below.

CL Program Response Committee:

Dr. John Christopher	NCSDAE	(717)787-5532
Jean E. Coleman	ALA	(312)944-6780
Helen (Jinx) Crouch	LVA	(315)474-7039
Jean Hammink	B. Dalton	(612)893-7600
Jane Heiser	ALA/PLA	(301)396-1938
Peter Waite	LLA	(315)422-9121

The press conference to announce the campaign is being held on Wednesday, December 12, 1984. The television, radio and print ads will be released immediately after the press conference. Information about the print ads will be released to you through your representative national organization.

If you are interested in the listing of the literacy programs in the Coalition's data bank, you may obtain a print-out of those listings (for your state only) by calling 402/464-0602 or writing to Contact Center, Inc. P.O.BOX 81826, Lincoln, NE 68501-1826.

Coalition for Literacy

Leaders linked together to bring America's illiteracy problem to light

Headquarters: 50 East Huron Str., Chicago, IL 60611 • (312) 944-6780
Information Center, P.O. Box 81826, Lincoln, NE 68501 • 1-800-228-8813

May, 1985

Dear Literacy Program Director;

I want to urge you to help us with the survey described in the enclosed letter. The Coalition for Literacy has contracted with the Center for Survey Research to carry out an evaluation of the impact of the Ad Council's campaign on the resources available in our fight against illiteracy. A successful evaluation will help us in our continuing effort to raise funds and mobilize resources for this vital effort.

What we are asking requires a minimum effort on your part, but we trust that that effort will pay off in significant dividends for all of us in adult literacy work. I hope we can count on your help.

Sincerely,

Violet Marie Malone
Violet M. Malone
Chairperson, Executive Committee
Coalition for Literacy

VMM/jah

EXECUTIVE COMMITTEE MEMBERS:

American Association for Adult and Continuing Education, American Association of Advertising Agencies, American Library Association, CONTACT, Inc., B. Dalton Bookseller, International Reading Association, Laubach Literacy International, Literacy Volunteers of America, National Advisory Council on Adult Education, National Commission on Libraries & Information Science, National Council of State Directors of Adult Education.

Elkins
Draft 11/1/85, p.2

Gary Hill, Contact Susan Greene, Dept of Ed
Lynn Wood, NACHE Jorie Mark, Dept. of Ed.

THE GENERAL ELECTRIC FOUNDATION

PAUL M. OSTERGARD
PRESIDENT

TELEPHONE (203) 373-3216

RECEIVED
[illegible] 1985
EXECUTIVE OFFICE

2.31-2.34
Funding, Re

APPENDIX C.5
Coalition Correspondence
(With General Electric)

September 6, 1985

Mr. Robert Wedgeworth
Executive Director
Coalition for Literacy
50 East Huron Street
Chicago, Illinois 60611

Dear Mr. Wedgeworth:

As you know, in December 1983 the Trustees of the General Electric Foundation authorized a $75,000 grant payable over three years in support of the efforts of the Coalition for Literacy.

I am now pleased to enclose our check for $25,000 representing the third and final payment on this commitment. We shall appreciate receiving a progress report on the CL project at the appropriate time.

We encourage you to announce this grant to the news media and would appreciate receiving copies of any articles that appear.

Sincerely,

Paul M. Ostergard

/b
Enclosure

cc: J. E. Coleman

FAIRFIELD, CONNECTICUT 06431

Ⓕ CL: Funding

Elkins
Draft 11/1/85, p. 1

Gary Hill, Contact
Lynn Wood, NACAE
Susan Greene, Dept. of Ed.
Jorie Mark, Dept. of Ed

2,3
2,32
2,33
2.34
2.31-2.34
Funding Resou

APPENDIX C.6
Coalition Correspondence
(With General Electric)

September 17, 1985

Mr. Paul M. Ostergard
President
General Electric Foundation
Fairfield, CT 06431

Dear Mr. Ostergard:

On behalf of Robert Wedgeworth and the Coalition for Literacy, thank you for the generous contribution of $25,000 received at ALA September 11, 1985. We are most pleased by the General Electric Foundation's support of the work and progress of the Coalition for Literacy. Under separate cover we will send you a recent progress report on the Coalition for Literacy.

Sincerely yours,

Roger H. Parent
Acting Executive Director

RHP:jz

cc: Coalition for Literacy Members ✓
Jean Coleman
Robert Wedgeworth
Beverly Lynch
Gail Spangenberg

CC: Hope Elkins

(P) CL: Funding (Contributors)
Elkins
Draft 11/1/85, p.10

Gary Hill, Contact
Lynn Wood, NACHE E Team
Susan Greene, Dept. of Ed.
Jorie Mark, Dept. of Ed

American Association of Advertising Agencies Inc., 666 Third Avenue, New York, N.

APPENDIX C.7
Coalition: American Library Association

Funding Rec.

October 3, 1985

Mr. Roger Parent
Acting Executive Director
American Library Association
50 East Huron Street
Chicago, Illinois 60611

Dear Roger:

Enclosed is the AAAA's check for $1000 for a two year sponsoring membership in the Coalition for Literacy.

The check demonstrates our continued commitment to support this project.

Cordially,

Gloria

Gloria Lanza-Bajo
Vice President

GLB/mer
Enc.
cc: Leonard S. Matthews
Coalition Executive Committee

AAAA

①CL: B. Dalton

DRAFT #1
11/20/81

APPENDIX C.8
Coalition: B. Dalton

B. DALTON BOOKSELLER
COMMUNITY GIVING PROGRAM
NATIONAL LITERACY COMMITTEE

GOAL

To increase the literacy rate in our nation through mobilization of community and national resources and application of those resources to a coordinated and cooperative delivery of literacy awareness and services.

Presently, literacy is a hidden social problem. Services are being provided in a segmented program by program approach. Although some public and private agencies are beginning to do internal planning, no one is addressing the problem and solutions of illiteracy in our nation with a broad visionary approach.

This project must be able to comprehensively address immediate and on-going local and national operational issues as well as provide for innovative national strategic planning. Through this project, a workable structure will be activated to provide for this to happen.

PARTICIPANTS AND STRUCTURE

There are two groupings of people/actors in addressing literacy. One group includes those directly involved in the field. The other group includes those with expertise and influence which impact the field.

In developing a structure, both of these groups need to play significant but different roles. The group with expertise and influence need to provide the decision-making and direction-setting function. The field group are the actors in developing, addressing and strategizing on the specific issues of program.

The following structure is recommended:

- BOARD OF DIRECTORS with representation from the following groups:
  - Corporations
  - Businesses

Cc: Hope 2.32
Carol 2.42

- Corporate, Community and Family Foundations
- Community Leaders
- Adult Education
- Public/Media
- Volunteerism
- Public Agencies
- National Figures

STEERING COMMITTEE with representation from those in the field with knowledge in the areas of:

- Awareness
- Services
- Resources
- Issues

ADVISORY COMMITTEES in the above four areas. One to two people from each Committee would make up the Steering Committee. Representation from the following organizations, agencies or business, would be potential members of the Steering and Advisory Committees:

- Laubach Literacy Action
- Literacy Volunteers of America
- World Education
- American Library Association
- National Advisory Council on Adult Education
- B. Dalton Bookseller
- Kraft Foods
- American Association of Advertising Agencies
- Office of Adult Education, U.S. Department of Education
- National Directors of Adult Basic Education Association
- Association of American Publishers

The Steering Committee and Advisory Committees would meet and communicate on a regular basis. Through the NLC Director, the recommendations of these groups would be presented to the Board of Directors for decision making. The full Board would meet two - four times during the year. This would result in the field people having direct input into the coordination and direction of the effort, but the decision making would rest with a broader group.

TIME AND ACTION PLAN

1982

February - March

Form the Steering Committee and hold the first meeting. The first meeting tasks would include addressing immediate operational concerns and making recommendations for Board of Directors membership. Immediate operational concerns to be addressed are:

(1) A literacy awareness proposal under consideration by the Ad Council submitted by the American Library Association. (approved)

(2) Consultation for program and resource development on the state and community levels.

(3) National resource and funding contacts being made regarding adult literacy.

(4) The effects of the current national administration and economics on adult literacy.

April - June

- Identify and personally contact potential members for the Board of Directors.

- Formally incorporate as a private, non-profit 501 (C)3 organization under the title of "National Literacy Committee."

- Hold a second meeting of the Steering Committee to follow up on first meeting issues, and formulate recommended plans to be presented to the Board of Directors.

- Hold the first Board of Directors meeting formalizing the purpose and direction of the National Literacy Committee.

July - September

- Form Advisory Committees in the areas of Awareness, Services, Resources and Issues chaired by members of the Steering Committee.

- Hold meetings of Advisory Committees to address the specific issues in each of the four areas and formulate short term and long term coordinated plans of action.

- Hold third meeting of the Steering Committee to bring together plans of the Advisory Committees for refinement and coordination.

October - December

- Hold second meeting of Board of Directors to act on directions and plans developed and recommended by the Steering Committee.

Ongoing

- Continue to facilitate development of cooperation between Laubach Literacy International and Literacy Volunteers of America.

- Initiate a joint B. Dalton Laubach Literacy/Literacy Volunteers of America proposal to the National ACTION Office.

- Follow-up on local consultation initiated with the literacy efforts in Chicago and California.

- Continue to assist B. Dalton in reviewing funding requests for literacy programs and provide consultation when appropriate.

1983

- Continue structure for National Literacy Committee with Board of Directors meeting at least twice, Steering Committee meeting every two months, and the Advisory Committees meeting as needed.

- Hold National Literacy Conference as a focus and kick-off of the National Literacy Committee inviting wide-spread and broad membership to the Committee and participation in the Conference in support of the effort. Those invited would include individuals, additional corporate and business representatives, other public and private agencies and organizations.

- Continue follow-up and addressing 1982 operational concerns and begin implementation of new plan of action.

OUTLINE FOR COORDINATION

AWARENESS

Priorities
- educate public
- mobilize community resource
- recruit volunteers
- recruit students

Ad Council - TV Ads
- toll free number
- avenue for responses
- information sent
- referral system

Awareness Kits to locals
- LLI, LVA, Libraries, ABE local programs
- coordinate with TV ads and other national contacts

National Figures
- Wally Amos
- Barbara Bush
- Johnny Cash

National Media
- API and UP releases, etc.
- publications
- other national organizations

SERVICES

Volunteers
- LLA - LVA Cooperative Service Delivery system
  - Delivery - Area Service Center/Affiliates
  - Services - Organization & Administration
    - Recruitment
    - Placement
    - Sequential Skills
    - Supportive Teaching
    - Interagency Cooperation

ALA - Libraries - ABE training should be first focused on volunteers implementing above system
Post training in June

ABE Begin communication to integrate with volunteer network on the state and local levels.

Individual Based Programs

RESOURCES

Corporate - B. Dalton funding national, state, and local programs
B. Dalton leadership on National Literacy Committee
Kraft - funded Jesse Hallam TV movie
Dayton Hudson Foundation
Dayton Hudson Corporation executives
Exxon and other national companies interested in national program
Development of contacts and commitments

Coordinated fund development
research opportunities
coordinate/direct contacts and responses

Other resources:

Public: U. S. Department of Education
- Office of Adult Education
- Libraries and Learning Techniques
- Office of Migrant Education
- Office of Indian Education

U. S. Department of Health and Human Services
- Office of Refugee Resettlement

U. S. Department of Labor
- Youth Work and Training Programs
- Employment and Training Administration (CETA)

National Institute on Education
U. S. ACTION - Vista Programs
National Endowment for the Humanities

Private: Friends of the Library, USA
Independent Sector
Individuals
United Ways
American Publishers Association
National and Local Chamber of Commerces
National Council on Foundations
American Bookseller Association

ISSUES

Political

- Climate
- direction of current administration

Economic

- recession
- unemployment
- lost revenue

Social

- volunteerism in our society
- technological literacy
- literacy for what?
- literacy for whom?

Educational

- public education system
- levels of literacy needed in society
- definition of literacy
- what are effective programs
- concepts of adult learning

JECT ADMINISTRATION

the first six months, February - July, 1982, the project would be administered ugh the Community Relations office of B. Dalton Bookseller. The current contract h the Minnesota Literacy Council, Inc. would continue for this six-month period the full time of Jean Hammink as a Consultant to the project.

uly, 1982, the project would be incorporated as The National Literacy Committee the direct administrative responsibilities would be shifted to the Director Board of Directors of the new organization. Representatives of B. Dalton d sit on the Board of Directors and the Steering Committee.

APPENDIX D.1

CONTACT LITERACY CENTER
MONTHLY REPORT

Month/Year September 1985

TOTAL NUMBER OF CALLS RECEIVED ON THE HOTLINE	3,587
TOTAL NUMBER OF REQUESTS RECEIVED THROUGH THE CLEARINGHOUSE . .	642

HOTLINE REPORT

Total Number of calls received during the month	3,587
Average number of calls received per day	179.4

Requesting:

	Number	% of Total
A. To be a Volunteer	2,631	73.3
# Male	648	24.6
# Female	1,977	75.1
# Unidentified Sex	6	.2
B. To Be a Student	660	18.4
# Male	334	50.6
# Female	226	34.2
# Unknown	100	15.2
# Calling for Self	356	53.9
# Calling for Another	304	46.1
Sex of the caller:		
# Male	232	35.2
# Female	415	62.9
# Unidentified	13	2.0

Calls were placed for:

	#	%		#	%
Husband . . .	74	24.3	Friend	48	15.8
Son	41	13.5	Wife	9	3.0
Brother . . .	9	3.0	Unidentified . . .	57	18.8
Grandchild. .	5	1.6	Other . . . . . . *See Attached	61	20.1

	Number	% of Total
C. General Information	296	8.3
# Male	98	33.1
# Female	186	62.8
# Unidentified	12	4.1
General Information requests were received from:		
Literacy/ABE Programs	66	22.3
Private Citizens	72	24.3
Private Businesses	17	5.7
Colleges	5	1.7
Libr. (without literacy programs)	10	3.4
Media	17	5.7
Other . *See Attached	109	36.8

In addition to the total number of calls received on the hotline, the following types of calls were recorded.

D. Other calls 190

	Number	% of Total
Hang-Ups	114	60.0
Pranks	14	7.4
Call-Backs	37	19.5
Wrong Numbers	25	13.2
Other	-	-

Comments regarding volunteer calls:

One two age groups volunteered information on their age, they included: 2 - 19 & under; 46 60+. 33 individuals were retired; 17 are teachers; 24 are retired or former teachers; 5 experienced tutors; 1 medical transicptionist; 1 girl scout leader; 1 school librarian; 2 retired engineer; 1 retired steel worker; 2 retired ministers; 2 retired school principal; 1 free lance writer; 1 retired physician; 1 truck driver; 1 nurse & 1 retired nurse; 8 college students; 1 Sr. Housing complex manager; 1 undertaker asistant; 1 disabled; 1 former librarian; 2 blind people; and 1 retired navy person. Brochures requested included: 1 - One-to-One Tutoring; 2 - Volunteers in ABE; 15 - How to Tutor Someone Without Belonging to a Formal Program; 38 - How to Form a Local Community Program; 5 - Libraries and Literacy; 2 - Statstical Fact Sheet; 1 - Coalition Fact Sheet; 2 - Helping Your Child Succeed in Reading; 2 - Bibliography Info; and 1 - Copies of each brochure. Other comments included: *A group of Elks want to get involved. *Six couples were interested in getting involved. *"If I don't quality to tutor, I'll be a student." *Two people wanted a job. *Service Chair of Soriety Chapter - Looking for a Project. *Kawanis Group wants to help. *Refused to volunteer when she found out RRF wasn't a member of CL. *A service club with 150 members wants to get involved.

Comments regarding student calls:

Age breakdown: 6 - 19 & under; 11 - 20=29; 6 - 30-39; 3 - 40-49; and 3 - 50-59. One person requested help with a GED; 12 - ESL; 19 - learning disabled/dyslexic; 6 - spelling; 1 - speech problem; 1 - penmenship; 2 - math; 3 - comprehension; and 17 needed help with for their children. Also received requests for 41 - How to Tutor Without Belonging to a Formal Program; 3 - How to Form a Local Program; 12 - One-to-tone tutoring; 1 - Library & Literacy. Other information requested - Speech Therapy resources; and 2 wanted information on home study programs. We also received our first client through the TDD.

Comments regarding general information requests:

Resources - 106 local; 13 - State
How to Form a Local Program - 43 + 200
Coalition for Literacy - 22 + 25 + 112 + 200
Catalog - 18 + 10
How to Tutor Without - 18 + 200
Bibliography - 15
Helping Your Child - 5 + 100 + 200
One-to-One Tutoring - 12 + 100
Volunteers in ABE - 11 + 10 + 25
Libraries & Literacy - 10
Fundraising - 12 + 10 + 200
Public Relations - 10
How to Form a Coalition - 5 + 200
Statistics - 23
Illiteracy in America - 12 + 100 + 100 + 30 + 30
All Brochures (one copy) - 15
Contact Literacy Center - 20
In Computer Resources - 26
Corporation Brochures - 15 + 50 + 75 + 200

Info on LLA - 6; BCEL - 3; LVA Posters - 7; B. Dalton-5
Wants their # in CL Ad - 4
International Literacy Day - 4
Learnign Disabilities reosurces - 6
Has best teaching method - 2
*America does have a problem if "Jane" can graduate from High School.
*"I've been a student, now what?"
*New school superintendent wants to form an adult literacy program.
*Salvation Army has a group of men (mostly alcoholics) who need literacy assistance.
Computers & Literacy - 2
Received several calls as part of a school project.
-- One school project, a student wants to improve upon our ad.
Several calls concerning the cost of teaching an adult to read.
3 - Videos/documentaries on literacy.
Etc.

Contact Literacy Center
Monthly Report
Page 3

Month/Year September 1985

Quality Control (Handled and reported by the Administration Department):

	Number	% of Total
Total number of Quality Control forms sent . . .	183	5.1
Number of forms sent to volunteers	135	5.1
Number of forms sent to students	25	3.8
Number of forms sent to general information . .	23	7.8
Number of forms returned from volunteers	22	16.0
Number of forms returned from students	1	4.0
Number of forms returned from general info.... .	4	17.0

Comments:

97% reported they received the type of information they wanted; 3 % didn't (sent additional information upon receipt of quality control letter)

100% reported that the requested was handled courtesly. 100% reported that their request was handled within an adequate time frame for their needs. Additional comments concerning the 800# operation: 85% didn't mark any comments; 15% (4) were unhappy - 1 received the wrong resources; 1 was sent the wrong brochure; 1 resource sent had changed their phone number; and one wanted more specific information.

Concerning client's contact with the local program: 68% were satisified; 32% (7) were not. 7 received an immediate contact, 6 in a week, 2 within 2 weeks, 1 withing 3-4 weeks, 1 never did, and 5 did not respond to the question. 27% reported already received tutor training and 73% had not. 14% reported they they were already an active volunteering; 86% are not. Additional comments about the local program include: 41% - satisifed; 33% dissatisfied; 26% no comment. In general - "Volunteer trianing should be accomplished more quickly" "Program needs wider publicity--not enough students for volunteers" --- Con't on attached --

Time of Day the Calls were received:

	#	%		#	%
8 AM - 9 AM	288	8.0	2 PM - 3 PM	334	9.3
9 AM - 10 AM	360	10.0	3 PM - 4 PM	342	9.5
10 AM - 11 AM	427	11.9	4 PM - 5 PM	255	7.1
11 AM - Noon	400	11.2	5 PM - 6 PM	175	4.9
Noon - 1 PM	366	10.2	6 PM - 7 PM	149	4.2
1 PM - 2 PM	337	9.4	7 PM - 8 PM	78	2.2
			Unknown	76	2.1

Source of Calls:

	#	%
Total Number of people reporting source	1,376	38.4
Ad Council (if mentioned, also included in TV, Radio, etc.) . . .	73	5.3
Television	410	29.8
Radio	49	3.6
Newspaper USA Today - 34	90	6.5
B. Dalton	5	.4
Magazines See Attached	732	53.2
Documentaries	-	-
Coalition Members	4	.3
Other See Attached	13	.9

Total number of calls recorded on the answering machine after hours 937

Average number of calls per "off-hour" shift . . . . 31.2 or 2.0/hour

Attached is a state-by-state breakdown of the calls received on the hotline.

Month/Year September 1985

CLEARINGHOUSE REPORT

Total Number of Requests recieved	642

Contact Literacy Center - 4 Potential volunteers - 280 Various Brochures - 212
the written word - 1 Potential students - 43 Received because of Readers Digest - 136,
literacy director - 1 Local reosurces - 83 Glamour - 11, Business Coupons - 8

Total Number of contact sending information		1,735
Number of Abstracts/Resource Material logged	10	
Number of Books/Materials logged into library	7	
Number of Newsletters received	50	
Number of Directory/Information Sheets received	1,668	
Other		
Number of contacts made to gather information		4,129
Number of Directory/Information Sheets sent	4,113	
Other contacts initiated (promoting, thank-yous, follow-ups, etc)		6

Contact were received from:

Coalition for Literacy members	5
Colleges	3
Departments of Education/Adult Basic Education Programs	4
Government Agencies	3
Literacy Programs	16
Libraries	3
Media	2
Non-Profit Organizations	4
Private Businesses	11
Private Citizens	407
Publishers	4
Other	2

Staff Time:

Total Number of Staff Hours Actually Worked	797.0
Total Number of Volunteers Hours Worked	226.3

ADMINISTRATIVE NOTES:

Time Frames: Hotline - 752 (25.8%) - In; 2,167 (74.3%) - Out
Clearinghouse - 129 (43.6%) - In; 167 (56.4%) - Out

Reader's Digest had a significant impact on the nubmer of calls received in August & September. Major articles also appeared in Glamour Magazine and USA Today paper, both generated a minimal amount of nationwide response.

9/9/85 - Donna Bolz began working in literacy part-time. 9/9/85 - Marilee Kreml began a part-time internship (working on the literacy update & hotline).

Groups of optimists and VFW women volunteers on behalf of literacy during Setpember + a number of individuals.

September 1985 Monthly Literacy Reported Con't.

Hotline Report --

Calls placed for students con't.:

Other:
Mom - 5
Boyfriend - 6
Daughter - 16
Nephew - 5
Niece - 1
Dad - 4
Nursing Home Patient - 1
Employee - 8
Uncle - 1
Relative - 3
Sister - 4
Church Member - 2
Students - 3
Caseworker - 1
Inmate - 1

General Information requests received from con't.:

Other:
Unknown - 69
Rehab Program - 1
Council on Higher Education (KY) - 1
College Students - 7
Coalition for Literacy - 4
Civil Service Groups - 7
Harrington Arthritis Research Center - 1
Church - 2
Cotnact Crisis - 1
Attorney - 1
Welfare Office - 1
March of Diems - 1
United Ag Cooperative, Inc. - 1
Children's REading Program - 1
Red Cross - 1
School - 5
Salvation Army - 3
Information & Referall - 1
Congressman - 1

Quality Control Comments on Local Programs con't.:

"Programs seem disinterested in volunteers; either no need for them or they can't get information."
"Only student replying is having trouble getting attention from the program"
"Felt program list should be updated"
"Felt volunteers should have not have to pay any fees."

DAILY TOTALS

Date September 1985

Operator RK

STATES	VOL	M	F	U	STUDENT	calling for self	calling for other	M	F	U	GEN. INFO	M	F	U	TOTAL
	25	7	18		13	8	5	3	10		2	1	1		40
	1		1								1		1		2
AZ	60	12	48		8	2	6	2	6		3	2	1		71
AR	16	8	8		6	3	3	1	5		3	1	2		25
CA	420	106	314		88	50	38	32	56		33	16	14	3	541
CO	28	9	19		2		2	1	1		4	1	3		34
CT	25	7	18		9	7	2	3	4	2	1		1		35
DE	7	1	6		2	1	1	1	1		1		1		10
FL	126	45	81		30	13	17	6	24		12	1	10	1	168
GA	49	16	33		23	15	8	5	18		8		8		80
HI	8	2	6		1	1			1						9
ID	8		8								2		2		10
IL	79	21	58		19	10	9	10	9		9	5	4		107
IN	44	14	30		15	10	5	6	9		14	1	13		73
IA	19	6	13		3	3		2	1		2	1		1	24
KS	32	11	21		7	2	5	5	2		1		1		40
KY	20	9	11		3		3	1	2		6	1	5		29
LA	17	4	13		8	5	3	2	6		1	1			26
ME	8		8								1		1		9
MD	56	12	44		17	7	10	8	9		2		2		75
MA	117	20	97		21	13	8	11	10		9	3	6		147
MI	97	22	74	1	25	10	15	8	17		8	2	6		130
MN	32	8	24		4	2	2	2	2		2		2		38
MS	10	2	8		5	4	1	2	3		2		2		17
MO	64	10	54		12	7	5	6	6		4	1	3		80
	10	1	9		1		1		1						11
	17	6	11		4		4		4		5	1	3	1	26
NV	11	4	7		3		3	2	1		3		3		17
NH	45	10	35		4	2	2		4						49
NJ	123	30	93		23	11	12	7	16		9	4	5		155
NM	17	4	13		3	2	1	1	2		2	1		1	22
NY	228	44	181	3	88	58	30	30	58		20	11	8	1	336
NC	37	6	31		6	3	3	2	4		3	1	2		46
ND	10	3	7								1		1		11
OH	85	20	65		26	12	14	12	14		7	3	4		118
OK	38	14	24		5	4	1	3	2		5		5		48
OR	33	5	28		2		2	1	1		1	1			36
PA	128	27	101		27	15	12	12	15		24	9	15		179
RI	4	1	3		3	2	1	1	2		1		1		8
SC	12	4	8		5	2	3	1	4		1	1			18
SD	2		2		1	1		1			4	1	3		7
TN	32	12	20		11	3	8	2	9		2		2		45
TX	216	52	162	2	69	42	27	21	47	1	16	5	11		301
UT	15	4	11		10	3	7	4	5	1	1		1		26
VT	5	2	3		1	1			1						6
VA	49	17	32		13	7	6	5	8		7	4	3		69
WA	70	16	54		16	9	7	6	6	4	5	3	2		91
WV	7	1	6		1		1		1		1	1			9
WI	33	10	23		13	3	10	2	7	4	2	1	1		48
WY	7	1	6		1	1			1		2	1	1		10
~~PR~~ DC	16	1	15								10	1	8	1	26
?	13	1	12		3	2	1	2		1	33	12	18	3	49
OTALS:	2,631	648	1977	6	660	356	304	232	415	13	296	98	186	12	3,587

LC-4-11/83

Total Number Prank Calls Logged____________

Appendix D 2

Attached are:
Contact Literacy Center
Daily Totals Summary Sheets
(January-December, 1985)

DAILY TOTALS

Date Jan '85

Operator RK

TE	VOL	M	F	U	STUDENT	calling for self	calling for other	M	F	U	GEN. INFO	M	F	U	TOTAL
L	2		2		1		1		1		5	1	4		8
K															
Z	5	1	4								3		3		8
R											1		1		1
A	44	10	34		37	16	21	15	22		21	6	15		102
O	4		4								2		2		6
T	4	1	3								6	1	5		10
E											1		1		1
L	11	1	10								5	3	2		16
A	3		3								2	1	1		5
I															
)	1	1													1
-	26	10	16		10	4	6	2	8		10	4	6		46
N	8	5	3		1		1	1			8	2	6		17
\	2	1	1								8	1	7		10
S					1	1			1		5	3	2		6
Y	4	3	1		1		1		1		4		4		9
A											3	1	2		3
E											1	1			1
D	2		2		2		2		2		4	2	2		8
A	2		2		5	3	2	1	4		4	1	3		11
I	10	2	8		3	2	1	2	1		5	2	3		18
N	4	1	3								1		1		5
S	1		1								2	1	1		3
O	9	3	6		2	1	1		2		4	1	3		15
T	3	1	2								1	1			4
E											1	1			1
V	1		1												1
H	1		1								1	1			2
J	41	10	31		10	7	3	6	4		11	5	6		62
M	3		3								2	2			5
Y	106	30	76		48	34	14	20	28		26	8	18		180
C	7	3	4		1		1		1		6	2	4		14
)											1	1			1
H	20	5	15		2	1	1	1	1		13	5	8		35
K											3	1	2		3
R	3	2	1		1	1			1		5	1	4		9
A	96	23	72		57	33	24	26	31		12	7	5		165
I	1		1								4		4		5
C	6	3	3		3	1	2	1	2		3		3		12
D	2	1	1												2
N	24	5	19		6	4	2	3	3		2		2		32
X	26	4	22		4	2	2	1	3		11	5	6		41
T															
T											1		1		1
A	15	2	13		4	1	3		4		8	2	6		27
A	7		7		1	1			1		3	1	2		11
V	4	2	2								1		1		5
I	5		5		2	2		1	1		3	1	2		10
Y											1	1			1
3	2	1	1		2	1	1	1	1		9	1	8		13
	2	2			1		1		1		7	2	5		10
ALS:	517	133	383	1	205	120	85	81	124	—	240	79	161	—	962

4-11/83

Total Number Prank Calls Logged__________

DAILY TOTALS

Date Febr. 1985 Operator________________

STATES	VOL	M	F	U	STUDENT	calling for self	calling for other	M	F	U	GEN. INFO	M	F	U	TOTAL
-	13	2	11		4	3	1	2	2		2		2		19
AK					1	1			1		1		1		2
AZ	3	1	2		4	2	2	1	3		2		2		9
AR	4		4		3	2	1	2	1						7
CA	48	12	36		16	8	8	5	11		14	2	12		78
CO	7	2	5								1		1		8
CT	12	4	8												12
DE	3		3								2		2		5
FL	20	6	14		4	3	1	2	2		3		3		27
GA	17	4	13		8	4	4	2	6		2		2		27
HI	1		1												1
ID	2	1	1		2		2		2						4
IL	23	4	19		1	1			1		6	2	4		30
IN	11	3	8		6	1	5	1	5		3		3		20
IA	16	5	11		1	1		1			4	1	3		21
KS.	20	1	19		1	1			1		3		3		24
KY	14	5	9		3	2	1	2	1		2	1	1		19
GA	12	3	9		4	3	1	2	2		1	1			17
ME	8	3	5												8
MD	12	2	10		3	1	2	1	2		4	1	3		19
MA	24	3	21		1	1			1		2		2		27
MI	45	12	33		8	4	4	2	6		11	5	6		64
MN	11	1	10								4		4		15
MS	7	3	4		2	1	1	1	1		2		2		11
MO	15	5	10		7	5	2	3	4		3	2	1		25
T	3		3								2	1	1		5
NE											1		1		1
NV	13	3	10								1		1		14
NH	3	2	1		1	1			1		1	1			5
NJ	36	11	25		26	13	13	13	13		6	1	5		68
NM	2		2		1	1			1		1	[illegible]	1		4
NY	100	36	64		76	53	23	28	48		14	1	13		190
NC	18	5	13		5	3	2	2	3		4	1	3		27
ND	4	1	3		1		1		1		2	1	1		7
OH	36	11	25		12	6	6	2	10		12	4	8		60
OK	8	3	5		2	1	1		2						10
OR	7		7		1		1		1						8
PA	97	22	75		30	21	9	16	14		13	3	10		140
RI	7		7		3	1	2		3		1		1		11
SC	10	3	7		1	1		1			2		2		13
SD	1		1		2	1	1		2		3	1	2		6
TN	27	9	18		9	4	5	3	6		4	1	3		40
TX	50	15	35		12	7	5	3	9		9	1	8		71
UT	2	2									1		1		3
VT	2	1	1								1	1			3
VA	22	8	14		9	7	2	4	5		5		5		36
WA	9	2	7		2	1	1		2		4	1	3		15
WV	8	1	7		3	2	1	2	1		1		1		12
WI	20	4	16		4	1	3	1	3		2	1	1		26
WY	1		1												1
DC	5	4	1								4	1	3		9
?											12	4	8		12
TOTALS:	839	225	614	—	279	168	111	102	177	—	178	39	139		1,296

CLC-4-11/83

Total Number Prank Calls Logged__________

DAILY TOTALS

Date March '85 **Operator**____________

ES	VOL	M	F	U	STUDENT	calling for		M	F	U	GEN. INFO	M	F	U	TOTAL
						self	other								
AL	20	2	18		3	3		1	2		5	2	3		28
AK	1		1								1		1		2
AZ	33	11	22		4	2	2	2	2		1		1		38
AR	1		1		1		1		1		2		2		4
CA	163	51	112		34	24	10	18	16		22	12	9	1	219
CO	13	2	11		1	1		1			3	1	2		17
CT	22	10	12		4	4		2	2		1	1			27
DE	2	1	1								2		2		4
FL	41	41	34		13	7	6	7	6		8	1	7		162
GA	18	2	16		5	4	1	2	3		3	1	2		26
HI															
ID	2		2		2	2			2		2	1	1		6
IL	56	15	41		15	10	5	4	11		18	3	15		89
IN	19	6	12	1	6	3	3	3	3		4	2	2		29
IA	27	10	17		1		1		1		3	1	2		31
KS	34	4	30		12	5	7	5	7		6	1	5		52
KY	21	9	12		3	3		2	1		4		4		28
LA	13	4	9		4	1	3		4		1		1		18
ME	6	2	4												6
MD	23	4	19		6	3	3	2	4		2		2		31
MA	41	12	29		3		3	2	1		3	1	2		47
MI	46	14	32		20	12	8	6	14		11	2	9		77
MN	17	3	14		5	5		3	2		2		2		24
MS	15	5	10		6	3	3	5	1		2	1	1		23
	47	12	35		13	6	7	2	11		7	1	6		67
	3	1	2		1	1			1		2		2		6
NE	2	1	1								1		1		3
NV	14	6	8		1		1		1		1		1		16
NH	5		5		3	3		3							8
NJ	114	32	82		31	18	13	10	21		8	2	6		153
NM	8	2	5	1	1	1			1						9
NY	239	74	165		122	92	30	53	69		26	7	19		387
NC	23	5	18		3	1	2		3		4	2	2		30
ND	3	1	2												3
OH	86	19	67		22	13	9	7	15		14	4	10		122
OK	15	1	14								4		4		19
OR	26	7	19		2		2	1	1		2	1	1		30
PA	171	42	129		32	24	8	11	20		16	4	12		219
RI	4	1	3												4
SC	8	3	5		2		2	1	1		3		3		13
SD	1	1			1	1			1						2
TN	22	8	14		6	3	3	1	5		4		4		32
TX	85	17	68		28	16	12	16	12		16	3	13		129
UT	7	3	4								3		3		10
VT	4	1	3												4
VA	52	10	42		22	14	8	6	16		4	1	3		78
WA	17	5	12								4	1	3		21
WV	10	4	6		2	1	1		2						12
WI	24	10	14		6	3	3	2	4		3	2	1		33
Y	2	1	1												2
DC	12	2	10		3	1	2		3		5	2	3		20
~~VI~~ ?	6	1	5		4	2	2	2	1	1	19	6	10	3	29
VI											1	1			1
TOTALS:	1644	444	1198	2	453	292	161	150	272	1	253	67	182	4	2,350

CLC-4-11/83

Total Number Prank Calls Logged____________

DAILY TOTALS

MONTHLY

Date April 1985 **Operator**____________________

STATES	VOL	M	F	U	STUDENT	calling for		M	F	U	GEN. INFO	M	F	U	TOTAL
						self	other								
AL	17	5	12		3		3	2	1		1		1		21
AK	1		1								1		1		2
AZ	41	7	34		4	3	1	1	3		1		1		46
AR	9	2	7		2	1	1		2		1		1		12
CA	457	89	367	1	52	29	23	21	31		31	12	19		540
CO	40	6	34		4		4	1	3		3	3			47
CT	26	10	16		2		2		2		4	1	3		32
DE	9	1	8												9
FL	81	18	63		7	4	3	4	3		7	2	5		95
GA	48	14	34		13	10	3	4	9		3	2	1		64
HI	2		2												2
ID	8	2	6								2	1	1		10
IL	97	15	81	1	9	3	6	3	6		8	2	6		114
IN	29	9	20		2	2		1	1		5	1	4		36
IA	16	6	10		2	2		1	1		1		1		19
KS	38	13	25		13	9	4	3	10		9	1	8		60
KY	15	4	11		5	3	2	2	3		3		3		23
GA	21	7	13	1	4	2	2	1	3		2	1	1		27
ME	3	1	2												3
MD	52	12	40		5	5		2	3		5		4	1	62
MA	72	12	60		4	2	2		4		9	3	6		85
MI	103	36	77		34	17	17	10	24		11	2	9		148
MN	36	11	25		4	2	2	2	2		3		3		43
MS	6	6			2	1	1	1	1		3	1	2		11
MO	61	14	47		13	7	6	3	10		7	1	6		81
T	5	2	3		1		1		1		1		1		7
NE	1		1								1		1		2
NV	6	1	5		1	1		1			2		2		9
NH	11	3	8								1	1			12
NJ	157	38	119		67	50	17	17	50		7	2	5		231
NM	16	4	12								4	1	3		20
NY	267	60	206	1	212	156	56	56	155	1	28	7	21		507
NC	40	9	31		6	5	1	2	4		4	1	3		50
ND	4	2	2								1	1			5
OH	91	19	72		16	8	8	3	13		12	4	8		119
OK	40	12	28		5	2	3	3	2		3	1	2		48
OR	45	11	34		4	3	1	1	3						49
PA	270	76	194		26	17	9	12	14		20	6	14		316
RI	8	2	6		1		1	1			1		1		10
SC	4		4		1	1			1		2	1	1		7
SD	5		5		1	1			1						6
TN	39	4	35		1		1		1		4		4		44
TX	145	43	102		45	30	15	15	30		10	2	8		200
UT	10	5	5								2	2			12
VT	4		4								1		1		5
VA	70	10	59	1	18	12	6	8	10		6	1	5		94
WA	55	15	40		9	6	3	1	8		3	2	1		67
WV	9	3	6		2		2		2		3	1	2		14
WI	24	7	17		4	2	2	1	3		5	1	3	1	33
WY	1		1												1
DC	17	3	14								7	3	4		24
?	4	1	3		1		1		1		49	9	27	13	54
PR	1	1													1
~~[illegible]~~: VI											2		2		2
Totals:	2647	631	2011	5	605	396	209	183	421	1	299	79	205	15	3551

CLC-4-11/83

Total Number Prank Calls Logged__________

DAILY TOTALS

Date May '85

Operator__________________

STATES	VOL	M	F	U	STUDENT	calling for		M	F	U	GEN. INFO	M	F	U	TOTAL
						self	other								
L	23	4	19		6	2	4	1	5		6	1	5		35
AK	7		7		3	2	1		3						10
AZ	41	11	30		2	2		1	1		1	1			44
AR	10	2	8		1	1		1			2	2			13
CA	542	140	402		51	33	18	26	25		38	10	28		631
CO	35	11	24		2	1	1		2		1	1			38
CT	19	6	13		1	1			1		1	1			21
DE	5		5		1		1		1		1		1		7
FL	77	13	64		7	5	2	4	3		8	2	6		92
GA	23	6	17		8	4	4	2	6		7	2	5		38
HI	7		7		1	1		1			1		1		9
ID	7	1	6												7
IL	78	19	59		5	3	2	1	4		9		9		92
IN	27	4	23		7	5	2	3	4		5		5		39
IA	15	6	9								2	1	1		17
KS	24	6	18		9	5	4	3	6		2		2		35
KY	13	5	8		4	3	1	1	3		3	1	2		20
GA	9	2	7		1	1			1		1		1		11
ME	6	1	5		3		3		3						9
MD	46	17	29		7	4	3	6	1		4	1	3		57
MA	52	17	35		6	2	4	3	3		4	2	2		62
MI	91	34	57		12	4	8	4	8		8	1	7		111
MN	26	8	18		1		1		1		3	1	2		30
MS	6	2	4								3		3		9
MO	44	5	39		7	3	4	4	3		9	2	7		60
T	1		1												1
E	3	1	2		4	1	3		4		2	1	1		9
NV	8	1	7								2		2		10
NH	6		6								1	1			7
NJ	73	25	48		16	11	5	6	10		6		6		95
NM	11	2	9								3	1	2		14
NY	141	30	111		94	66	28	39	55		17	2	15		252
NC	29	15	14		4	3	1	2	2		4	2	2		37
ND	8	2	6		2	2			2						10
OH	85	19	66		12	9	3	6	6		10	3	7		107
OK	21	4	17		5	4	1	2	3		2	1	1		28
OR	39	10	29		7	4	3	1	6		6		6		52
PA	135	41	94		18	13	5	5	13		1	1			154
RI	3	1	2		2	1	1	1	1						5
SC	12	3	9		1	1		1							13
SD	3		3												3
TN	27	8	19		2	1	1		2		5	1	4		34
TX	129	28	101		44	29	15	19	25		8	1	7		181
UT	10	1	9												10
VT	5	1	4												5
VA	41	11	30		5	4	1	4	1		2		2		48
WA	47	14	33		12	8	4	6	6		3	1	2		62
WV	9	3	6		1	1		1			1	1			11
WI	15	3	12		4	2	2	2	2		2	1	1		21
WY											1		1		1
~~PR~~ DC	16	3	13		3	2	1	2	1		4	1	3		23
?	9	1	8		3	1	2		3		42	13	22	7	54
TOTALS:	2.118	547	1571	—	384	245	139	158	226	—	241	60	174	7	2743

CLC-4-11/83

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Total Number Prank Calls Logged____________

DAILY TOTALS

Date June 1985

Operator RK.

STATES	VOL	M	F	U	STUDENT	calling for		M	F	U	GEN. INFO	M	F	U	TOTAL
						self	other								
	19	5	14		10	5	5	3	7		3	2	1		32
AK	6		6												6
AZ	39	7	32		4	3	1		4		3		3		46
AR	8	1	7		4	3	1	1	3		5	2	3		17
CA	489	139	350		57	29	28	21	36		41	15	25	1	587
CO	35	4	31		5	1	4		5		3	2	1		43
CT	13	2	11		2	1	1	1	1		2		2		17
DE	3		3								1		1		4
FL	70	13	57		15	9	6	6	9		7	3	4		92
GA	37	4	33		13	8	5	5	8		4		4		54
HI	4		4		1	1			1						5
ID	2		2								1	1			3
IL	67	13	54		15	11	4	9	6		4	1	3		86
IN	28	5	23		4	3	1	1	3		1	1			33
IA	13	6	7								2	1	1		15
KS	28	5	23		8	3	5	2	6		3		3		39
KY	11	1	10		3	1	2		3						14
LA	12	2	10		10	7	3	2	8						22
ME	8	2	6								1		1		9
MD	27	6	21		11	3	8		11		2		2		46
MA	50	6	44		6	3	3	1	5		9	3	5	1	65
MI	92	15	77		27	18	9	11	16		9	2	7		128
MN	17	3	14								5	2	3		22
MS	14	4	10		2	1	1	1	1		1	1			17
MO	43	12	31		6	3	3	2	4		3		3		52
M	8		8		1		1		1		1		1		10
	5	2	3		1	1		1			1		1		7
NV	9	5	4								1		1		10
NH	9		9		1		1		1						10
NJ	50	11	39		13	10	3	7	6		5		5		68
NM	9	1	8		2	1	1	2			5	1	3	1	16
NY	146	34	112		37	27	10	13	24		13		13		196
NC	21	12	9		5	2	3	2	3		5	2	3		31
ND	1		1		1		1		1						2
OH	90	14	76		13	9	4	3	10		9	2	7		112
OK	27	9	18		2		2	1	1		2	1	1		31
OR	39	10	29		6	3	3	3	3		5	2	3		50
PA	132	37	95		15	11	4	5	10		9	3	4	2	156
RI	4	1	3								2	1	1		6
SC	13	4	9		1	1			1		1		1		15
SD	3		3												3
TN	35	10	25		7	5	2	2	5		3		3		45
TX	119	30	89		41	23	18	9	32		13	4	8	1	173
UT	7	3	4								1		1		8
VT	3	1	2												3
VA	42	10	32		2		2		2		5	2	2	1	49
WA	55	13	42		12	7	5	5	7		5	1	4		72
WV	7	3	4		2		2		2		4	1	3		13
WI	22	6	16		2	1	1		2		1		1		25
WY	1	1													1
DC	15	6	9		2	1	1	1	1		8	4	4		25
	2		2		3	3		2	1		25	6	12	7	30
	2	1	1												2
V.Indies	1		1								1		1		2
															1
Totals	2013	480	1533	—	372	218	154	122	250	—	235	60	155	14	2620

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Total Number Prank Calls Logged

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DAILY TOTALS

Date July 1985 Operator RK

ES	VOL	M	F	U	STUDENT	calling for		M	F	U	GEN. INFO	M	F	U	TOTAL
						self	other								
AL	10	3	7		2	1	1		2		2	1	1		14
AK	6		6												6
AZ	25	7	18		4	3	1		4		3		3		32
AR	5	1	4		3	1	2	1	2		6	1	5		14
CA	463	105	357	1	58	34	24	26	32		37	14	21	2	558
CO	33	6	27		1	1		1			3	1	2		37
CT	15	2	13		1		1		1						16
DE	6	1	5		1	1		1							7
FL	69	16	53		10	5	5	4	6		5	2	3		84
GA	37	10	27		9	8	1	3	6		6		5	1	52
HI	3	1	2												3
ID	8	2	6												8
IL	47	12	35		8	1	7	1	7		4		4		59
IN	23	7	16		7	5	2	1	5	1	4	1	3		34
IA	6		6		1	1			1		1	1			8
KS	19	4	15		4	4		2	2		5	3	2		28
KY	9	4	5		1		1		1		3		3		13
LA	9	1	8		1	1			1		1		1		11
ME	8	3	5												8
MD	22	4	18		4		4		4		4	1	2	1	30
MA	47	12	35		7	4	3	1	6		3	2	1		57
MI	61	21	39	1	20	12	8	10	10		12	3	9		93
MN	15	1	13	1	1		1		1		2		2		18
MS	9	3	6		5	2	3	2	3		1	1			15
	34	10	24		4	2	2	2	2		10	2	7	1	48
	15	3	12		2	2			2		2	1	1		19
NE	10	1	9								1		1		11
NV	13	4	9								2	1	1		15
NH	8	3	5		4	2	2	2	2						12
NJ	53	17	36		12	5	7	4	8		5	1	4		70
NM	12	2	10		2		2		2		1	1			15
NY	144	26	118		34	21	13	18	16		15	6	8	1	193
NC	41	14	26	1	8	6	2	4	4		5		5		54
ND	2		2								2	1	1		4
OH	67	12	55		9	8	1	5	4		9	2	6	1	85
OK	34	8	26		10	8	2	5	5		5	4	1		49
OR	32	9	23		7	3	4	2	5		1		1		40
PA	79	18	61		11	10	1	1	10		11	4	6	1	101
RI	5	3	2								1		1		6
SC	14	7	7		2	2			2		1		1		17
SD	2	1	1								4		4		6
TN	30	8	22		6	2	4	4	2		6	3	3		42
TX	149	35	113	1	38	24	14	10	28		24	8	15	1	211
UT	7		7		1	1			1		4	2	2		12
VT	1		1		1	1			1						2
VA	30	3	27		4	1	3	1	3		2		2		36
WA	47	11	35	1	10	6	4	6	4		10	4	6		67
WV	7	2	5		1	1			1		2	1	1		10
WI	19	6	13		1	1		1			5	1	4		25
	2		2								1		1		3
DC	4	2	2		2	1	1	2			7		6	1	13
?	44	4	6	34	12	11	1	2	2	8	72	12	21	39	128
TOTALS:	1860	437	1383	40	329	202	127	122	198	9	310	85	176	49	2499

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Total Number Prank Calls Logged____________

DAILY TOTALS

Date August '85 Operator

ST S	VOL	M	F	U	STUDENT	calling for self	calling for other	M	F	U	GEN. INFO	M	F	U	TOTAL
AL	27	5	22		12	3	9	2	10		7	1	6		46
AK	4	1	3												4
AZ	63	15	48		7	4	3	2	5		7	2	5		77
AR	12	3	9		3	2	1	1	2		3	1	2		18
CA	471	108	362	1	73	39	34	15	58		34	10	24		578
CO	60	9	51		2		2		2		12	6	6		74
CT	24	5	19		2		2		2		5	2	3		31
DE	4	2	2								1		1		5
FL	121	33	87	1	32	10	22	5	27		17	3	14		170
GA	52	14	38		15	8	7	4	11		4		3	1	71
HI	5	2	3		1		1		1		1		1		7
ID	9	2	7		1		1		1		1		1		11
IL	83	14	68	1	22	12	10	6	16		17	7	9	1	122
IN	45	12	33		16	9	7	3	11	2	7	1	6		68
IA	33	6	27		4	4		2	2		1		1		38
KS	38	5	33		8	1	7	3	5		7	1	6		53
KY	20	4	16		4	2	2		4		4	2	2		28
LA	21	1	20		10	5	5	3	7		5	2	3		36
ME	6	3	3		1		1		1		3		3		10
MD	19	3	16		7	4	3	2	3	2	5	2	3		31
MA	72	14	58		10	4	6	6	3	1	4	1	3		86
MI	89	24	64	1	17	10	7	4	13		8	2	6		114
MN	38	9	29		3	1	2	1	2		3	1	2		44
MS	27	4	23		7	1	6	4	3		5		5		39
M	58	12	46		11	5	6	4	7		11	2	9		80
MT	17	4	13		5	1	4	1	4		3	2	1		25
NE	33	10	23		2		2	1	1		3		3		38
NV	9	2	7		2		2		2		3	2	1		14
NH	26	7	19		1	1			1						27
NJ	95	23	70	2	18	8	10	5	13		11	6	5		124
NM	23	1	22		15	7	8	7	8		7	4	3		45
NY	248	63	183	2	57	40	17	22	35		22	8	14		327
NC	38	10	27	1	3	1	2	1	2		10	2	8		51
ND	2		2		1		1		1		1		1		4
OH	89	15	74		18	6	12	5	13		12	4	8		119
OK	50	10	39	1	9	5	4	4	5		3		3		62
OR	47	15	32		5	3	2	2	3		3		3		55
PA	120	28	91	1	15	9	6	5	10		15	3	12		150
RI	6		6		1	1		1							7
SC	15	4	11		6	3	3	2	4		3		3		24
SD	6	1	5		2		2	1	1		1		1		9
TN	58	10	48		7	6	1	2	5		7		7		72
TX	181	52	127	2	42	20	22	1	32	3	21	6	15		244
UT	24	4	20		5	1	4		5		2		2		31
VT	4	1	3												4
VA	68	18	50		7	4	3	2	4	1	10	3	7		85
WA	69	11	58		7	4	3	4	3		5	1	4		81
WV	18	7	11		2		2		2		7		1		21
WI	33	4	29		7	3	4	2	4	1	4	1	3		44
W	6	1	5		4	2	2	1	3						10
DC	17	3	14		3	1	2	1	2		7	2	5		27
?	7	1	3	3	6	2	4		5	1	36	5	30	1	49
	1		1												1
TOTALS:	2711	615	2080	16	518	252	266	143	344	11	362	95	264	3	3,591

LC-4-11/83

Total Number Prank Calls Logged

DAILY TOTALS

Date: September 1985

Operator: RK

STATES	VOL	M	F	U	STUDENT	calling for		M	F	U	GEN. INFO	M	F	U	TOTAL
						self	other								
	25	7	18		13	8	5	3	10		2	1	1		40
AK	1		1								1		1		2
AZ	60	12	48		8	2	6	2	6		3	2	1		71
AR	16	8	8		6	3	3	1	5		3	1	2		25
CA	420	106	314		88	50	38	32	56		33	16	14	3	541
CO	28	9	19		2		2	1	1		4	1	3		34
CT	25	7	18		9	7	2	3	4	2	1		1		35
DE	7	1	6		2	1	1	1	1		1		1		10
FL	126	45	81		30	13	17	6	24		12	1	10	1	168
GA	49	16	33		23	15	8	5	18		8		8		80
HI	8	2	6		1	1			1						9
ID	8		8								2		2		10
IL	79	21	58		19	10	9	10	9		9	5	4		107
IN	44	14	30		15	10	5	6	9		14	1	13		73
IA	19	6	13		3	3		2	1		2	1		1	24
KS	32	11	21		7	2	5	5	2		1		1		40
KY	20	9	11		3		3	1	2		6	1	5		29
LA	17	4	13		8	5	3	2	6		1	1			26
ME	8		8								1		1		9
MD	56	12	44		17	7	10	8	9		2		2		75
MA	117	20	97		21	13	8	11	10		9	3	6		147
MI	97	22	74	1	25	10	15	8	17		8	2	6		130
MN	32	8	24		4	2	2	2	2		2		2		38
MS	10	2	8		5	4	1	2	3		2		2		17
MO	64	10	54		12	7	5	6	6		4	1	3		80
	10	1	9		1		1		1						11
NE	17	6	11		4		4		4		5	1	3	1	26
NV	11	4	7		3		3	2	1		3		3		17
NH	45	10	35		4	2	2		4						49
NJ	123	30	93		23	11	12	7	16		9	4	5		155
NM	17	4	13		3	2	1	1	2		2	1		1	22
NY	228	44	181	3	88	58	30	30	58		20	11	8	1	336
NC	37	6	31		6	3	3	2	4		3	1	2		46
ND	10	3	7								1		1		11
OH	85	20	65		26	12	14	12	14		7	3	4		118
OK	38	14	24		5	4	1	3	2		5		5		48
OR	33	5	28		2		2	1	1		1	1			36
PA	128	27	101		27	15	12	12	15		24	9	15		179
RI	4	1	3		3	2	1	1	2		1		1		8
SC	12	4	8		5	2	3	1	4		1	1			18
SD	2		2		1	1		1			4	1	3		7
TN	32	12	20		11	3	8	2	9		2		2		45
TX	216	52	162	2	69	42	27	21	47	1	16	5	11		301
UT	15	4	11		10	3	7	4	5	1	1		1		26
VT	5	2	3		1	1			1						6
VA	49	17	32		13	7	6	5	8		7	4	3		69
WA	70	16	54		16	9	7	6	6	4	5	3	2		91
WV	7	1	6		1		1		1		1	1			9
WI	33	10	23		13	3	10	2	7	4	2	1	1		48
WY	7	1	6		1	1			1		2	1	1		10
PR DC	16	1	15								10	1	8	1	26
?	13	1	12		3	2	1	2		1	33	12	18	3	49
OTALS:	2,631	648	1977	6	660	356	304	232	415	13	296	98	186	12	3,587

LC-4-11/83

Total Number Prank Calls Logged__________

CL:
Contact Ctr

October '85

Date	Vol.	Stud.	Gen. Info.	Daily Total	Cumm. Total	Ans. mach.	
1	154	55	27	236	236	19/4	23
2	102	39	17	158	394	17/1	18
3	83	22	19	124	518	13/1	14
4	99	31	9	139	657	11	11
5	13	2	—	15	672	124/23	147
6 S							
7	107	33	8	148	820	14/1	15
8	115	25	23	163	983	32/4	36
9	84	38	13	135	1118	16/2	18
10	94	45	11	~~149~~ 150	1267	16/1	17
11	85	23	4	112	1379	15/2	17
12	8	3	1	12	1391	66/3	69
13 S							
14	90	26	16	132	1523	13/3	16
15	85	21	12	118	1641	26/0	26
16	92	19	13	124	1765	13/1	14
17	94	26	15	135	1900	10/2	12
18	102	14	9	125	2025	12	12
19	24	5	2	31	2056	88/4	92
20 S							
21	119	27	14	160	2216	11/1	12
22	94	19	15	128	2344	28/2	30
23	103	18	15	136	2480	15/2	17
24	75 1833	13 504	13 256	101	2582	19/2	21
25	74	13	21	108	2690	4	4
26	8	6	1	15	2705	94/6	100
27 S							
28	120	29	22	171	2876	23	23
29	75	20	7	102	2978	9/1	10
30	94	13	15	122	3100	20/5	25
31	74	11	15	100	3200	17/1	18
	2267	596	337				
	(70.8%)	(18.6%)	(10.5%)				

DAILY TOTALS

Date November 1985

Operator__________

STATES	VOL	M	F	U	STUDENT	calling for		M	F	U	GEN. INFO	M	F	U	TOTAL
						self	other								
	33	11	22		14	7	7	5	9		3		3		50
AK	1		1		1		1	1			1		1		3
AZ	45	14	31		27	12	15	7	20		2	2			74
AR	19	7	12		4	2	2	2	2		2		2		25
CA	409	112	297		105	56	49	15	89	1	45	19	26		559
CO	63	12	51		13	4	9	3	10		2		2		78
CT	21	5	16		6	2	4		5	1					27
DE	7	1	6		4	2	2		4		1		1		12
FL	88	30	58		24	11	13	5	19		6	2	4		118
GA	48	10	38		28	18	10	6	22		9	3	6		85
HI	5	1	4												5
ID	9	4	5		1		1		1		1		1		11
IL	93	16	77		35	11	24	9	26		9	4	5		137
IN	54	14	40		15	7	8	6	9		6		6		75
IA	28	11	17		2	2			2		5		5		35
KS	23	4	19		6	3	3	3	3		2		2		31
KY	19	6	13		3	3		2	1		5	3	2		27
LA	21	3	18		8	6	2	4	4		6		6		35
ME	2	1	1		4	1	3		4						6
MD	40	11	29		5	3	2	1	4		3	1	2		48
MA	83	22	61		28	15	13	8	20		9	2	7		120
MI	82	14	68		34	17	17	9	24	1	9	2	7		125
MN	31	15	16		14	7	7	7	7		3	1	2		48
MS	17	1	16		9	6	3	6	3		1	1			27
MO	45	7	38		10	4	6	3	7		7	1	5	1	62
	7	1	6		1		1		1		1		1		9
	2	1	1		1		1		1		1		1		4
NV	16	5	11		5	4	1		5		2	2			23
NH	7	3	4		2		2		2		2		2		11
NJ	76	13	63		32	18	14	9	23		8	2	6		116
NM	13	3	10		4	2	2	1	3		5	2	3		22
NY	183	43	140		92	55	37	31	60	1	18	7	11		293
NC	30	5	25		10	5	5	2	8		8	1	6	1	48
ND	5	2	3		2	1	1	1	1						7
OH	106	20	86		59	31	28	17	42		20	5	15		185
OK	32	6	26		14	7	7	4	10		10		10		56
OR	14	2	12		3	1	2		3		3	1	2		20
PA	109	24	85		37	21	16	10	27		11	4	7		157
RI	11	3	8								1		1		12
SC	12	8	4		6	5	1	3	3		1	1			19
SD	5	1	4		1		1		1						6
TN	18	8	10		9	4	5	1	8		2	1	1		29
TX	165	39	126		65	33	32	13	51	1	18	4	13	1	248
UT	13	2	11								1		1		14
VT	2	1	1								1	1			3
VA	52	13	39		16	8	8	4	12		9	4	5		77
WA	62	16	46		23	13	10	6	17		9	3	6		94
WV	4	2	2		5	2	3	2	3						9
WI	34	11	23		16	5	11	7	9		6	2	4		56
WY	6	3	3		2		2	1	1						8
~~PR~~ DC	13	—	13		6	4	2	1	5		4		4		23
?	—	—	—		—						52	13	38	1	52
TOTALS:	2283	567	1716	—	811	418	393	215	591	5	330	94	232	4	3,424

CLC-4-11/83

Total Number Prank Calls Logged__________

DAILY TOTALS

Date December '85

Operator

ATES	VOL	M	F	U	STUDENT	calling for		M	F	U	GEN. INFO	M	F	U	TOTAL
						self	other								
AL	14	6	8		4	3	1	1	3		4	3	1		22
AK	1	1													1
AZ	37	12	25		5	3	2	1	4		1	1			43
AR	1		1		2	1	1		2		2	1	1		5
CA	248	67	181		26	13	13	16	10		26	7	19		300
CO	22	11	10	1	2	1	1		2		5		5		29
CT	11	4	7		2	2		2			2	1	1		15
DE					1	1			1		3		3		4
FL	60	26	34		8	5	3	3	5		5	2	3		73
GA	41	11	30		15	10	5	8	7		2	2			58
HI	1		1												1
D	4	2	2		1		1		1						5
L	47	15	32		6	3	3	1	5		8		7	1	61
N	19	4	15		9	5	4	7	2		2	1	1		30
A	6	2	4								1		1		7
S	14	4	10		4	3	1	2	1	1	3	2	1		21
Y	1	1									1	1			2
A	17	3	14		4	2	2		4		6	2	4		27
IE	2	1	1												2
ID	22	10	12		4	3	1		4		2		2		28
IA	60	16	44		19	13	6	9	10		14	4	10		93
I	41	12	29		18	9	9	4	14		4		4		63
N	15	3	12		2	1	1	1	1						17
S	5	1	4		2	2			2		3		3		10
O	33	8	25		4	1	3	1	3		3	2	1		40
T	3	1	2		1		1		1						4
E	4	2	2		7	5	2	4	3		1	1			12
V	2	1	1		2	2		1	1		5	2	3		9
H	7	1	6		2	1	1		2		1	1			10
J	66	22	44		19	12	7	6	13		7	1	6		92
M	2	1	1		1	1		1							3
Y	156	39	117		88	56	32	36	52		18	3	15		262
C	15	11	4		3	2	1		3		2		2		20
D	4	3	1		1		1	1			2		2		7
H	54	18	36		11	4	7	7	4		6	2	4		71
K	12	5	6	1	1		1		1		4	1	3		17
R	9	4	5		1		1		1		2	1	1		12
	53	10	43		11	8	3	3	8		8	5	3		72
	12	3	9		9	2	7		9						21
	7	2	5		6	3	3	3	3						13
	2	1	1												2
	10	3	7		5	2	3	2	3		5	2	3		20
	75	24	51		18	10	8	6	12		13	2	11		106
	12	4	8		2		2	1	1		1		1		15
	2	2									1		1		3
	40	14	26		2	2		2			4	1	3		46
	51	13	38		7	6	1	2	5		5	2	3		63
	3		3		1		1		1		2	2			6
	13	2	11		1	1		1			4	1	3		18
	1	1													1
DC	17	5	12		3	3		2	1		7	2	5		27
					3	2	1	2	1		33	11	20	2	36
	1	1													1
LS:	1,355	413	940	2	343	203	140	136	206	1	228	69	156	3	1,926

11/83

Total Number Prank Calls Logged

1985
Literacy Hotline Report

A report on the hotline response system for the **Volunteer Against Illiteracy**

Advertising Council/Coalition for Literacy campaign.

1985 Literacy Hotline Report

Prepared by:

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Introduction

The Contact Literacy Center is pleased to report on the toll free hotline response system for the Coalition for Literacy/Advertising Council national awareness campaign. During the first year, the hotline responded to 31,749 calls from people interested in getting involved in the fight against adult illiteracy.

The Advertising Council's **Volunteer Against Illiteracy** campaign was announced at a news conference on Dec. 12, 1984 at the New York City Public Library. The multi-media public service advertising campaign was created to raise awareness and mobilize volunteers to help the 27 million functionally illiterate adults in this country. One segment of the campaign is addressed to the general public using the theme, "The only degree you need is a degree of caring," and urges everyone to "volunteer against illiteracy." The other segment is addressed to the business community using the theme "A literate America is a good investment." The ads were distributed to television, radio, newspapers, magazines, etc. All ads included the Contact Literacy Center's 800#, operated under contract for the Coalition for Literacy.

The narrative which follows provides a summary of the first year of the hotline response to the **Volunteer Against Illiteracy** campaign. It includes information on how the hotline was staffed, types and volume of calls received, the phone system and other equipment used, and how we responded to requests and made referrals to local programs. The report also attempts to provide insight into the impact of and future implications this project has established toward the goal of eliminating illiteracy in our nation.

We would like to express our gratitude to the individuals and organizations of the Coalition for Literacy for their continued support and valuable input, and to all the many literacy programs throughout the United States, without whom all other efforts would be futile.

Staffing

Paid Staff

The literacy hotline is staffed from 8 a.m. – 8 p.m., Monday through Friday and Saturday from 8 a.m. – noon.

The extended hours began in January, to correspond with release of the Advertising Council ads. A part-time person was hired in April to handle the Tuesday-Friday evening and Saturday morning shift. The full-time literacy staff alternate Monday evening shifts. Hourly-paid staff adjust their hours so as not to exceed a 40-hour week.

Of the six full-time and two part-time Information Department staff, two full-time and two part-time staff are assigned to the literacy division. In addition, one full-time staff person spends at least half of her time on literacy activities, and additional assistance is available, as needed, from other Information Department staff.

A total of 7,235 hours, an average of 603 per month, were logged as actual time worked for the literacy project by Information Department staff during 1985. (These are hours **actually** worked, excluding coffee breaks, vacation, sick leave, etc.)

All Contact staff have been trained to handle incoming hotline calls. Information Department staff also have been trained to respond to requests. Each person in the Information Department is assigned a wats line to cover. The remaining three or four lines (depending on the number of Information staff on duty at the time) are assigned to the Human Service Department and the Administration Department. This system appears to be an appropriate way of covering the 10 wats lines, since all 10 lines ring (at once) only a few times during the month.

As the volume of calls increased throughout the year, operator enthusiasm became an occasional problem. This was helped by more equally dividing calls among literacy staff. Under normal circumstances, no staff person answers line one or two for more than half a day (about 4 hours). Also, a half-time person was added in July to work weekday mornings. This helped take some volume off full-time staff so they could more expediently handle responses to requests and other duties.

For the volume of calls received during 1985, we feel that paid staff for the literacy division was adequate. Especially important, however, is our ability to "borrow" other Information Department staff (as well as staff from other Contact departments) during peak periods of incoming calls.

Volunteers

In addition to the part- and full-time staff, we also utilize volunteers for answering phones and responding to requests. During 1985, literacy volunteers worked a total of 1,329 hours, an average of 111 per month. Volunteers included individuals as well as groups such as Optimists, Rotary and VFW women.

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A training packet was developed for training literacy hotline volunteers. (A copy is included in this report.) A literacy staff person goes through material in the training packet with all new volunteers. The packet is also useful as a "refresher" for volunteers who haven't worked for a while.

Volunteers always work under the supervision of an Information Department staff person. Like paid staff, long-term volunteers are evaluated for job performance on a regular basis. We have found, however, that most volunteers are short-term, putting in a certain amount of hours to meet a class or other requirement.

The volunteers we worked with generally were able to handle the hotline with minimal supervision. Volunteers frequently had good skills and also were able to type, file, perform computer data entry and other clerical tasks. A team of volunteers from the Rotary also helped evaluate and refine some of our response materials; and a volunteer with expertise in personnel matters helped us develop the volunteer training packet.

A few problems were encountered with volunteers. Several continually failed to come when scheduled. This, however, was the exception rather than the rule. We also occasionally did not utilize individual volunteers as best we could have, because paid literacy staff were not able to spend the amount of time training them that was necessary.

Overall, utilization of volunteers was satisfactory. We could have used more volunteers during certain peak times. We have needed, but usually lacked, volunteers during morning hours, for example. The Administrative volunteer coordinator position created late in 1985 will, it is hoped, help the literacy division meet its volunteer needs.

NATIONAL LITERACY HOTLINE OPERATOR VOLUNTEER TRAINING PACKET

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- Contact Literacy Center
  - History and Purpose
- Contact Center, Inc.
  - History
  - Services Provided
  - Code of Ethics
- Advertising Council Campaign
  - Coalition for Literacy
  - Ad Council
  - Contact Literacy Center
- The Problem of Adult Illiteracy
- The Campaign's Impact
- Procedure for Handling a Hotline Call

INSERTS

- Contact Literacy Center Factsheet
- Contact Center, Inc. Factsheet
- Illiteracy in America Brochure
- Activity Information Sheets
  - 3 Completed Sample Copies
  - 3 Blank Copies

CONTACT LITERACY CENTER

The Contact Literacy Center, a division of Contact Center, Inc., began in 1978 as a project of the American Association of Advertising Agencies, and we continue our affiliation with the AAAA through the Coalition for Literacy, a group of organizations with a deep commitment to work toward the eradication of illiteracy in our nation.

The Contact Literacy Center serves as the national clearinghouse for the Coalition for Literacy, utilizing a toll free telephone system to respond to requests for information. The hotline has been used by various groups and organizations as a response system to publicity and awareness efforts on the problem of adult illiteracy nationwide.

CONTACT CENTER, INC.

Until 1964, there was no single source available to bring together ideas, individuals, programs or organizations with the "people" resources required to get problems solved and tasks performed. The Contact Center was founded to do that job. An international, nonprofit organization, Contact ties people and resources together to implement new ideas and programs. Originating in the field of criminal justice, Contact's reach has grown to touch almost every area of human need.

Information Department: Provides clearinghouse services in three major areas:

1) Corrections/Criminal Justice—responds to information needs of federal, state and county departments of correction, legislatures, media, private correctional agencies, etc., on correctional/criminal justice topics.
2) Youth—responds to information needs of social service agencies serving youth-at-risk.
3) Literacy—responds to information needs of potential students, volunteers and general information requests of individuals concerning adult illiteracy, utilizing a national toll free hotline.

Human Services: Works primarily with inmates leaving correctional facilities nationwide and needing contacts in the community to assist with post-release needs. Also involved in a local county project assisting inmates with job readiness skills. Serve as back-up operators for the National Runaway Hotline.

Administration: Provides accounting, computer, mail, fund raising, and other functions and services for the service providing departments. Also oversees the operation of our in-house print shop which handles internal printing needs and takes in jobs from the outside community to create revenue for the service providing departments.

CODE OF ETHICS

Contact expects of its employees and volunteers unfailing honesty, respect for the dignity and individuality of human beings, and a commitment to professional and compassionate service. To this end we subscribe to the following principles:

- **Staff will respect and protect the civil and legal rights of all clients.**
- **Staff will serve each case with appropriate concern for the client's welfare and with no purpose of personal gain.**
- **Relationships with colleagues will be of such character to promote mutual respect within the profession and improvement of its quality of service.**
- **Statements critical of colleagues or their agencies will be made only as these are verifiable and constructive in purpose.**
- **Staff will respect the importance of all elements of the human service system and cultivate a professional cooperation with each segment.**
- **Subject to the client's rights or privacy, staff will respect the public's right to know, and will share information with openness and candor.**

ADVERTISING COUNCIL CAMPAIGN

This year the Ad Council, together with the Coalition for Literacy and Benton and Bowles (the volunteer advertising agency), will be responding to the need of more than 27-million Americans with a national campaign to fight illiteracy.

Coalition
for Literacy

The flame in the Coalition logo represents knowledge and hope.
The chain represents both the bondage of illiteracy and the strength of the Coalition for Literacy.

The Coalition for Literacy is an organization of 11 national leaders linked together to bring America's problem to light. The Coalition for Literacy was formed in 1981 and includes:

American Association for Adult and Continuing Education (AAACE)
American Association of Advertising Agencies (AAAA)
American Library Association (ALA)
B. Dalton Bookseller
Contact Center, Inc.
International Reading Association (IRA)
Laubach Literacy International (LLI)
Literacy Volunteers of America (LVA)
National Advisory Council on Adult Education (NACAE)
National Commission on Libraries and Information Science (NCLIS)
National Council of State Directors of Adult Education (NCSDAE)

There are many literacy programs currently doing excellent work at the grassroots level, but with all the local programs which exist nationwide only about three million people a year are being served. This represents only a fraction of the millions who need assistance.

With the literacy campaign as a starting point, we will be able to expand existing programs to more effectively meet the need.

The Advertising Council inc

Ad
Council

The campaign has two major goals and audiences:

1) To accomplish the first goal of recruiting volunteer resources, the general public will be targeted by utilizing television and radio advertising, and magazine and newspaper ads. These ads will show people that by volunteering to help, they can solve a major societal problem and change an individual's life for the better.

During the first year of the campaign:

A. A public service spot in 60, 30 and 10 second lengths will be offered to all local and network television stations.
B. Five radio messages in 60 and 30 second lengths will be offered to all local and network radio stations.
C. Nine newspaper ads will be offered to 1,700 daily and weekly newspapers. Editors can choose to run anything from a full page ad to a brief statement or logo.
D. Four ads in different sizes will be offered to national magazine publications.

2) To reach the second goal of encouraging corporate involvement, business and corporate managers will be targeted. Advertising will again show business leaders that functional illiteracy is a major societal, economic and corporate problem which can be solved with their help.

CONTACT LITERACY CENTER

Another important aspect of the national awareness campaign is the 800# referral system. The national 800# referral system is housed at the Contact Literacy Center in Lincoln, Nebraska. Contact Center, Inc. is an international human services information and referral agency. Literacy has been a part of our program since the late 1970's.

The Contact Literacy Center anticipates that the 800# will generate 200,000 calls in the first year of the campaign.

When a call is received the type of information requested is recorded. All calls will be followed-up with a written response. The person will receive the information in the mail within two weeks of the call. In addition, a letter will be sent to the literacy programs advising them of the referral and giving them the name and phone number of the caller.

Support materials have also been designed to help local programs respond to requests. These materials include the following brochures:

- How to Form a Community Volunteer Literacy Program
- How to Tutor Without Being Part of a Formal Program
- Helping Your Child Succeed in Reading
- One-to-One Tutoring
- Utilizing Volunteers in ABE Programs
- Tips on Fund Raising
- Basics of Public Relations
- How to Form a State or Local Literacy Coalition
- Illiteracy in America
- Literacy—Libraries Can Make It Happen
- Corporate Involvement
- Local Resource Lists

THE PROBLEM OF ADULT ILLITERACY

According to the U.S. Department of Education, 27 million adults—one in every five—are functionally illiterate. Another 45 million are only marginally literate. And the pool is growing by about 2.3 million persons each year (high school dropouts, immigrants, refugees, etc.). Functional illiterates are out-of-school adults whose basic skills (reading, writing, simple math, ability to speak English, and oral communications) are nonexistant or so poor that they cannot function effectively or at all in such everyday tasks as reading job notices, filling out a job application, writing a check or a letter, or reading a simple manual or a medicine bottle.

CAMPAIGN'S IMPACT

Illiteracy is directly linked to the well-being of people. As long as a high proportion of a country's population remains illiterate, that nation's people can't use the resources to meet basic human needs, much less enjoy economic development. Adults are wage earners, consumers, voters, policy makers and parents. We run the nation; with 1/5 of us illiterate we can't run the nation very well.

The utilization of the national toll free literacy hotline for the Ad Council campaign will serve as a catalyst for both volunteers and students to become involved in local literacy efforts. Previous experience has shown that coordinating local publicity with this national effort will double, triple or even quadruple the response received.

It has been the ongoing philosophy of Contact that all communities have the basic ingredients necessary to meet all human needs; it is therefore our goal to place in the hands of all people the knowledge of what those resources are and how to use them. The Contact Literacy Center's national toll free hotline links potential literacy volunteers, students, community and business leaders with literacy programs in their area and provides additional information to facilitate their involvement in the fight against adult illiteracy.

PROCEDURES FOR HANDLING A HOTLINE CALL

You will generally be assigned to a particular line on the toll free system to answer. It will be your responsibility to answer that line whenever it rings.

When you pick up the phone, answer by saying:

"CONTACT CENTER, MAY I HELP YOU?"

The caller will generally say that they saw the number on TV, in the newspaper, etc., and they will be interested in getting more information, finding out how they can become involved, etc. You can then ask:

"Are you interested in becoming a literacy volunteer or student?"

For the different types of calls, handle as follows:

Volunteer

"If you are interested in literacy volunteering, I can send you more information on that, which will include a listing of programs in your area that you can contact for more information."
(If they want the information on the phone, see your supervisor.)

Get their name, address and phone number.

Then ask: "Would it be all right if we let the programs know you are interested in becoming a volunteer?" Mark yes or no on the bottom of the form.

Always thank the caller and let them know they will be receiving the information from us within two weeks.

Student

"If you are interested in being a student, we can send you information on programs in your area. It will list the name, address and phone number of programs you can contact. Is that okay?"
(If they want the information on the phone, see your supervisor.)

Get the name, address and phone number of the potential student.

Ask if it would be all right if we let the programs in their area know that they would be interested in finding out more information, and mark the form yes or no.

Thank the caller and let them know they will be receiving the information from us within two weeks.

General

If a caller is seeking general information, find out what it is they need and write that on the form. Get their name and address and tell them we will send them the information. If you are confused as to what they are asking for, politely ask them to hold and get the supervisor to talk to them.

Be sure to note the time of the call and the length of time spent on the phone (these calls generally take 2-3 minutes).

While answering calls, always keep a scratch pad handy. Note on the scratch pad any prank calls, wrong numbers, hang ups, etc. you receive.

Phone System

Prior to the Coalition for Literacy/Advertising Council campaign, Contact purchased a new electronic phone system. The new system allowed us to expand to 10 national wats lines, one Nebraska wats line, five regular business lines and numerous other features that were not available with our previous system.

A grant from the Nebraska Library Commission in December 1984, allowed us to add the Nebraska wats line and a TDD system for access for the hearing impaired. This was a donation in excess of $2,100.

Each wats line is directed to a specific phone and rings at that particular phone. In addition, there are bells that can be heard throughout the office. The bells have a different sound than the regular business lines, so it's obvious to staff when the wats lines are ringing and back-up or additional help is needed.

The number of phones and incoming lines were adequate for the volume of calls received throughout the first year of the campaign. Approximately two or three times a month all 10 lines would ring at once, usually lasting no more than 10 or 15 minutes.

Two answering machines respond to the national wats lines after hours. The machines answer lines one and six; the rest are "covered" by a busy-out feature that gives callers a busy signal if their call wasn't picked up by one of the answering machines. The phones work on a rotary system so that when line one rings and a second call comes in it will automatically go to line 6 (after reading a busy signal on lines 2, 3, 4 and 5). The message on the answering machine thanks the caller for calling, gives our office hours, and asks that they call back during that time. This system seems to work fine since our office hours cover both normal work hours and after work hours from coast to coast. We also are able to monitor the number of calls coming in after hours since the machines have a digital reading of the number of calls.

Resource Update

At the beginning of the year, all state departments of education, state LLA and LVA coordinators, and state literacy coalitions were contacted for a list of their local programs. Lists were received and the information was updated on our computer data base.

Midway through the year each service-providing program listed was sent a copy of their program listing. A cover letter requested that they look it over for corrections. We also asked that they make sure to note their costs and eligibility requirements for students, office hours, and list the services that they provide. We also asked if they were prepared to handle dyslexics or other learning disabled students, English as a second language students, and if they are open all year-round. (We have received occasional calls from students who reported that they have dyslexia or some other form of a learning disability. We also found that during the summer several programs close down and cannot except students or volunteers.)

We reminded the programs how important it is for us to have current information in order to make the appropriate referrals. We emphasized our need for their telephone number so that we can make immediate referrals over the phone. Approximately 50% of the forms were returned with verified information.

Our ITTxtra computer system, a NEW system installed late in the year, includes software that allows us to call up programs by name or location (by city). Each program is coded to identify its services and affiliation. The codes are as follows:

1 – State Department of Education
2 – State LVA Coordinator
3 – State IRA Coordinator
4 – State LLA Coordinator
5 – State Department of Correction/Education Division
6 – State-wide Organization
B – Youth Serving Resource
C – Business with a Literacy Affiliation
D – Serves Learning Disabled/Dyslexia
E – Correctional Education Program
F – ESL Only
G – Limited School Year
L – Library with a Literacy Program
M – Military Literacy Program
N – Updated for 1985-86
P – Publishers of Literacy Related Publications
Q – Reading Reform Foundation Affiliate
T – Adult Basic Education
U – Literacy Volunteers of America Affiliate
V – International Reading Association Council
W – Laubach Literacy Action Affiliate
X – Non-Affiliate Literacy Program
Y – National Literacy Organization

As of Dec. 20, we had a total of 6,230 literacy resources in our computer data bank. In addition, Contact Center has over 8,000 human service resources available to make other types of referrals as needed, i.e., battered wife, unemployed, legal advice, etc.

Documentation of Calls

A special log to record incoming calls was developed in 1983 and updated in 1985. This form, Activity Information Sheet, is designed to include:

- Operator's initials.
- Date, time and length of call.

- Check place for noting if the caller is interested in being a volunteer, student, or in need of general information.
- Space for the caller's name, address, phone number and sex. The city and state was intentionally placed on the first line of this section for ease of sorting the forms for response.
- Space was included for special comments or necessary information that needs to be recorded. In the student section this included special notation of whether the student was calling for himself or someone else.
- Space for noting whether the individual permits us to let the programs in his/her area know that they had expressed an interest.
- Space for marking whether response/referrals were provided over the phone or if follow-up response is necessary.
- A place to note if a local referral phone number was given while the caller was on the phone or if the offer was turned down.
- A space to note where the caller saw or heard the 800#/Ad Council ad, i.e., TV, radio, paper, magazine, etc.
- Space to mark, upon completion, the date of response, who handled it and whether it was handled by phone or mail.

From the Activity Information Sheet, daily statistics and information on the calls are recorded and evaluated for monthly reports, etc.

The daily statistics are currently done manually, a process which takes 1½ - 2½ hours per day. The monthly reports are produced from the daily statistics and comments recorded throughout the month.

We also use a Daily Total Sheet to efficiently and expediently obtain a complete breakdown of calls received for each day of operation. This form includes the number of calls received from each state; how many were from potential volunteers, by sex; how many calls were from potential students, by sex and by whether they were calling for themselves or another person; and general information requests, by sex. Totals for each category are recorded on the sheet, as well.

A copy of the Activity Information Sheet and Daily Total Sheet is included in this report.

These forms were the major documentation tools utilized throughout the year and satisfactorily met our needs for handling individual client requests and effective documentation of data used for future planning and program measurement. There was a relatively small margin of error in the final statistics due to incorrect or incomplete Activity Information Sheets. We did encounter the occasional problem of operators neglecting to complete portions of the form (like the date or time), or illegible handwriting. At the present time, Contact is considering computer software enhancements which would put on the data base the Activity Information Sheet information. If implemented, this would allow for quick, automated daily statistics and monthly reports, and take care of some of the other problems mentioned.

Prior to the Ad Council campaign, we established files for Activity Information Sheets. After response, the sheets were filed by state and retained for three months. We found that keeping forms we rarely needed to refer back to, did not justify the amount of time spent filing them or use of scarce file space. We do keep the forms for one month before destroying them, so if a letter comes back in the mail because of a wrong address, we still have the form on hand at that point to check it. Later call backs are infrequent and can be handled without needing the original form.

ACTIVITY INFORMATION SHEET

Gave # ____________
#Turned down ____________

Operator ______________________________

Date ____________________ Time ____________________ Length of Call ____________________ minutes

____________ VOLUNTEER ____________ STUDENT ____________ GENERAL INFO

Ad Cncl ________
TV ________
Radio ________
Paper ________
Mag ________
____
Other ________
____

City/State ______________________________ Zip __________
Name ______________________________
Address ______________________________
____
Phone ______________________________
(include area code)

Sex of Caller:
____
(M, F, U)

VOLUNTEER	STUDENT	GENERAL INFO
	Calling for self ________ other ________ relationship ________	Info requested: ________

May we give your name, address and phone number to the resources we are referring you to? Yes ______ No ______
*Offer a phone number of a local program.

Response/Referrals Provided __________
Follow-up Necessary __________

FOLLOW-UP
By __________
Phone __________
Mail __________
Date __________

CLC-1-11/83

DAILY TOTALS

Date ____________________ Operator ____________________

STATES	VOL	M	F	U	STUDENT	calling for		M	F	U	GEN. INFO	M	F	U	TOTAL
						self	other								
AL					AL						AL				
AK					AK						AK				
AZ					AZ						AZ				
AR					AR						AR				
CA					CA						CA				
CO					CO						CO				
CT					CT						CT				
DE					DE						DE				
DC					DC						DC				
FL					FL						FL				
GA					GA						GA				
HI					HI						HI				
ID					ID						ID				
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IN					IN						IN				
IA					IA						IA				
KS					KS						KS				
KY					KY						KY				
LA					LA						LA				
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MD					MD						MD				
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MT					MT						MT				
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NM					NM						NM				
NY					NY						NY				
NC					NC						NC				
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OK					OK						OK				
OR					OR						OR				
PA					PA						PA				
RI					RI						RI				
SC					SC						SC				
SD					SD						SD				
TN					TN						TN				
TX					TX						TX				
UT					UT						UT				
VT					VT						VT				
VA					VA						VA				
WA					WA						WA				
WV					WV						WV				
WI					WI						WI				
WY					WY						WY				
TALS:															

CLC-4-2/86

Handling Hotline Calls

When a call is received on the hotline, the operator first asks if the caller is interested in volunteering or being a student. If the caller indicates an interest in volunteering, the operator explains that we will send them a list of programs in their area and general information on the problem of adult illiteracy and how volunteers can help. The operator then takes their name, address and phone number, and asks if it is all right to let the programs know that they expressed an interest in volunteering. Lastly, the operator offers the phone number of a local program that the caller may contact while they await their material.

If a potential student calls, the operator offers to send a list of programs in their area that they can contact directly for assistance. The operator then asks for their name, address and phone number (regardless if they are calling for themselves or someone else). The operator asks if it is all right to let the programs know that they have expressed an interest in becoming a student. The phone number of a local literacy program is then offered to them.

Occasionally a potential student expresses concern that people will find out that he/she is unable to read and write. These callers are reassured that all calls are handled confidentially. In addition, we will not contact the programs if they prefer we don't. The information can also be sent to them in an unmarked envelope.

Both students and volunteers are encouraged to make the initial contact with the local program. The names, addresses and phone numbers of potential volunteers and students are sent to the apppropriate local program once a month so that they can follow-up to those they haven't heard from.

In cases where there are no programs on our data base in the same city as volunteers or students, we check our special atlas and locate a nearby program. Cities/towns with a literacy program are circled on this atlas, enabling us to easily identify the closest program. If we are still unable to locate a program in the area, potential volunteers are sent information on how to form a local literacy program, and also are referred to the state department of education and state literacy coordinator (if available). Potential students are referred to the state resources. Less than 5 percent of our clients are in locations with no programs nearby.

Fifteen states have their own literacy 800#. Those are used for making an immediate referral over the phone. The 800#s also appear along with local program listing on each resource referral sheet sent to potential volunteers and students, as a source of additional information. The states with 800#s are:

Alabama
Arizona
Connecticut
Illinois
Indiana
Kentucky
Maine
Maryland
Minnesota
New Jersey
Oklahoma
Pennsylvania
South Carolina
South Dakota
West Virginia

For two states, Kentucky and West Virginia, the 800# is the **only** referral made, along with the address of the agency operating the 800#. Both of these states made this request to the Coalition for Literacy and, after thorough checking into their mode of operation, permission was granted for this process.

There are also 10 cities and one county that have coordinators, they include:

Tucson, Ariz.
Los Angeles County, Calif.
New York, N.Y.
Syracuse, N.Y.
Tulsa, Okla.
Harrisburg, Pa.
Philadelphia, Pa.
Pittsburgh, Pa.
Nashville, Tenn.
Racine, Wis.

All referrals for these areas are handled through the coordinators. These coordinators have provided us with a list of the programs they work with. Coordinators oversee both literacy resources and adult basic education programs.

In April 1985, the Coalition for Literacy executive committee asked that the hotline start giving a local program number to the caller while on the phone with them. Prior to that, a number wasn't given on the phone unless the caller specifically asked for it, which was uncommon.

When the number is offered, callers usually willingly take it down. Often, especially with student callers, they aren't prepared to do so and ask us to hold while they get a pen. Some callers are confused as to whether they should call the local program immediately, or wait until they receive our written information (which includes a *complete* listing of area programs). This is particularly true when referred to one of the state toll free numbers. Overall, though, callers are pleased to be able to make prompt contact with a local program.

In order to make the immediate referrals, a packet was developed listing state toll free numbers, city/area coordinators, and a phone number of programs in major cities. The packet is used for over half of the calls received. When a caller is from a city or area not in the small packet, the operator looks for a program in the complete computer print-out of literacy resources, or calls-up the same information on a computer terminal. Only rarely is a caller from an area so remote or rural that operators are unable to give the immediate referral in a timely fashion.

The change to giving a program number immediately on the phone had a few impacts. One, it increased the amount of time spent on each call by an average of about one minute. (Based on the average number of calls per month during 1985, this is about $750/month in phone costs.) The other result was that it increased the amount of time needed to train and supervise volunteers handling phone calls.

Approximately 10.4 percent of the calls received were from those requesting general information. Some general information hotline requests are handled by simply providing the needed information on the phone; for others, information and material is sent to the caller.

Response to Requests

To respond to client requests, form letters were developed and utilized for student, volunteer and general information requests. Form letters were chosen over memory letters as a more expedient and economical way of answering the requests.

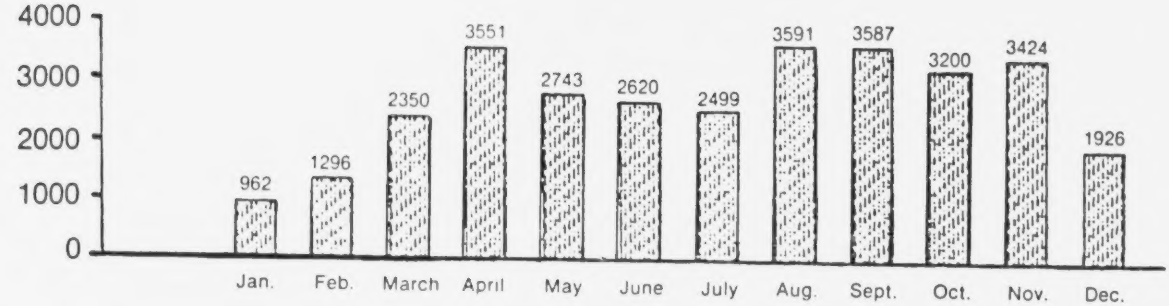
Originally all letters were sent by bulk, 3rd class mail. We found this was unacceptably slow since it usually took 10 days to 2 weeks for a caller to receive the information. We received several calls a week from clients asking when their information would arrive. In April we decided to send all client related material first class. This corrected the problem and we no longer get calls from clients waiting for their information.

Seventy-two (72) percent of client requests were handled within our three-day time frame. Our response system and staff have improved throughout the year, and the percentage of requests handled within time frame is improving each month.

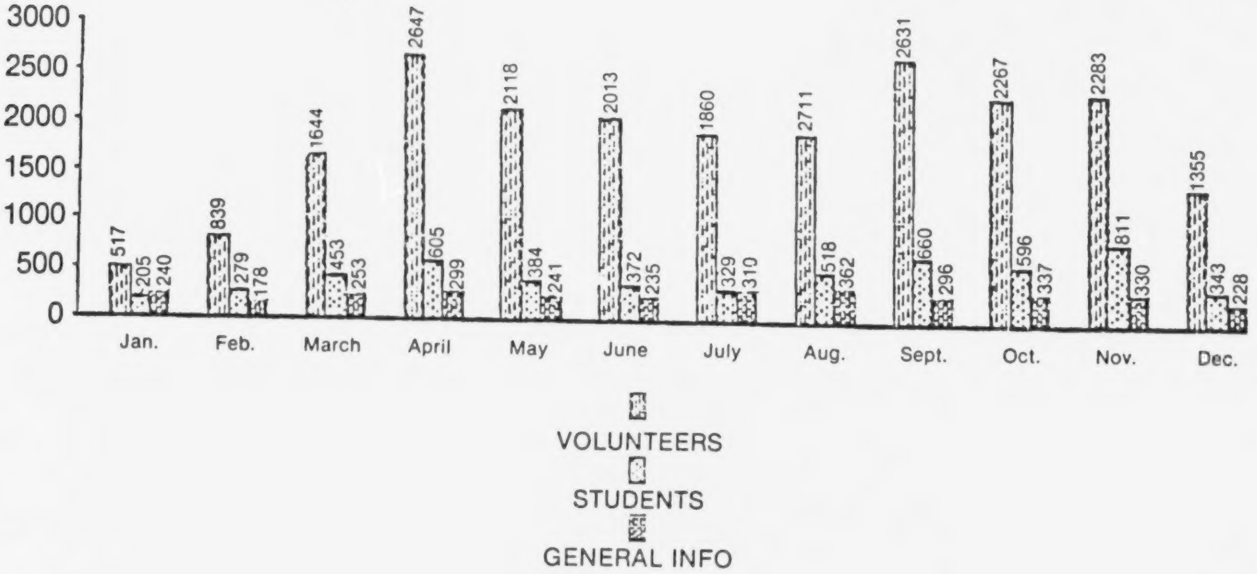
The local resources are notified about once a month of the calls we have received from their area from potential volunteers and students. This is done by sending the resources a typed list of callers and a pre-printed note identifying the list as volunteers or students and letting them know that the list is compiled from calls received on the hotline.

Calls Received on the Hotline

Total Number of Hotline Calls During 1985



Number of Potential Volunteers, Students and General Information Requests via the Hotline



TOTALS

Date 1985 → Jan.-Dec. Operator RK

STATES	VOL	M	F	U	STUDENT	calling for self	calling for other	M	F	U	GEN. INFO	M	F	U	TOTAL
AL	224	56	168		80	39	41	24	56		40	12	28		344
AK	29	2	27		5	3	2	1	4		6		6		40
AZ	441	109	332		75	40	35	18	57		30	8	22		546
AR	96	26	70		31	17	14	10	21		30	9	21		157
CA	4109	1008	3013	8	670	377	293	232	437	1	391	135	248	8	5170
CO	403	83	319		40	12	28	9	31		43	16	27		486
CT	223	65	158		32	19	13	9	20	3	24	8	16		279
DE	54	12	42		9	5	4	2	7		13	–	13		76
FL	929	278	650	1	172	80	92	56	116		95	26	68	1	1196
GA	428	108	320		144	95	49	44	100		59	13	43	3	631
HI	42	7	35		4	3	1	1	3		3	–	3		49
ID	66	17	49		9	3	6	1	8		9	3	6		84
IL	759	174	583	2	177	89	88	61	116		114	30	81	3	1050
IN	345	93	251	1	95	52	43	35	57	3	69	12	57		509
IA	206	66	140		16	15	1	8	8		32	8	23	1	254
KS	295	63	232		74	38	36	29	44	1	47	11	36		416
KY	172	53	119		30	17	13	10	20		40	12	28		242
LA	180	36	143	1	65	39	26	22	43		31	12	19		276
ME	67	21	46		8	1	7	–	8		7	1	6		82
MD	367	90	277		81	39	42	25	54	2	41	10	29	2	489
MA	724	149	575		129	70	59	49	79	1	84	26	57	1	937
MI	847	221	622	4	235	127	108	77	157	1	106	26	80		1188
MN	272	71	200	1	36	19	17	17	19		29	5	23	1	337
MS	125	32	93		47	26	21	27	20		28	7	21		200
MO	492	105	387		103	54	49	34	69		74	16	56	2	669
MT	81	15	66		14	4	10	1	13		15	5	9	1	110
NE	78	24	54		24	10	14	7	17		21	5	15	1	123
NV	109	34	75		17	8	9	5	12		24	8	16		150
NH	147	33	114		21	11	10	5	16		7	5	2		175
NJ	987	256	728	3	303	184	119	112	191		90	25	65		1380
NM	128	24	103	1	31	15	16	12	19		32	14	16	2	191
NY	2177	537	1632	8	1058	738	320	400	653	5	243	67	174	2	3478
NC	337	106	229	2	61	36	25	20	41		61	17	43	1	459
ND	47	14	33		8	3	5	2	6		13	6	7		68
OH	879	194	685		218	115	103	73	144	1	136	42	92	2	1233
OK	287	77	208	2	56	32	24	22	34		44	10	34		387
OR	330	87	243		45	19	26	11	34		31	7	24		406
PA	1476	369	1104	3	307	196	111	118	188	1	155	54	98	3	1938
RI	72	15	57		20	7	13	4	16		13	1	12		105
SC	122	41	81		35	21	14	14	21		17	3	14		174
SD	34	6	28		8	4	4	2	6		13	3	10		55
TN	348	90	258		83	41	42	27	56		47	8	39		478
TX	1469	380	1083	6	465	270	195	139	321	5	172	43	126	3	2106
UT	120	31	89		23	5	18	6	16	1	16	4	12		159
VT	35	10	25		2	2	–	–	2		5	2	3		42
VA	536	130	405	1	107	62	45	38	68	1	68	19	48	1	711
WA	553	138	414	1	115	70	45	41	70	4	166	24	41	1	734
WV	93	29	64		23	8	15	6	17		18	8	10		134
WI	273	76	197		69	30	39	24	39	6	38	12	25	1	380
WY	30	10	20		9	3	6	2	7		5	2	3		44
DC	155	36	119		29	16	13	12	17		82	19	61	2	266
?	77	9	42	26	37	24	13	10	16	11	428	101	236	91	542
VI	[illegible]	[illegible]	[illegible]		–	–	–	–	–	–				–	[illegible]
PR	4	2	2		–	–	–	–	–	–	[illegible]	[illegible]	[illegible]	–	4
W. Indies	1	–	1		–	–	–	–	–	–	–	–	–	–	1
TOTAL	22,885	5740	17073	72	5555	3213	2342	1914	3594	47	3309	921	2265	133	31,749

CLC-4-11/83

PLUS Total Number ~~Frank~~ Calls Logged 1519
"Other"

Potential Volunteers

Over 72 percent of calls received in 1985 were from people expressing an interest in literacy volunteering. Below is a breakdown of calls received from potential volunteers:

Month	Total	Male	Female	Unknown Gender
January	517	133	383	1
February	839	225	614	—
March	1,644	444	1,198	2
April	2,647	631	2,011	5
May	2,118	547	1,571	—
June	2,013	480	1,533	—
July	1,860	437	1,383	40
August	2,711	615	2,080	16
September	2,631	648	1,977	6
October	2,267	600	1,667	—
November	2,283	567	1,716	—
December	1,355	413	940	2
	22,885	5,740	17,073	72
	(72.1%)	(25.1%)	(74.6%)	(.3%)

Some potential volunteers calling the literacy hotline mentioned their vocation or other personal interests. Such information is not solicited from callers, but is documented if volunteered. Of those providing such information, many mentioned the following:

208	Teachers
106	Retired/Former Teachers
157	Retired
86	College Students
73	Experienced Tutors

Others included: realtor, cab driver, librarian, fund raiser, service group, nurse, lawyer, psychologist, minister, ex-pro boxer, former chief of police, principal, engineer, car salesman, flight attendent, bookstore manager, social worker, marine, counselor, newspaper editor, pre-trial volunteer, nun, retired newspaper reporter, inmate, retired Air Force Lt. Col, energy educator, pharmacist, journalist, B. Dalton Bookseller employee, girl scout group, toastmaster club, medical receptionist, retired steel worker, senior housing complex, undertaker assistant, retired Navy person, priest/minister, therapist, fraternity, retirement home, RSVP, youth group, marketing manager, doctor, secretary, artist, police officer, and professor.

Two hundred forty-one (241) individuals expressed an interest in forming a local literacy program. One hundred fifty-four (154) requested information on how to tutor someone without belonging to a formal program. Several indicated that they would like to tutor someone in particular. Many husband and wife teams expressed an interest in volunteering together.

We received calls from several groups which were seeking special project ideas and thought that literacy would be ideal.

Some individuals expressed an interest in becoming tutor trainers, rather than actual tutors.

The major complaint voiced by potential volunteers was local programs charging volunteers for the material they would need. Those expressing concern were very willing to donate their time, but not their money.

Volunteer Ancedotes

- "My New Year's resolution is to be a literacy volunteer."
- "I will only tutor children and will only call toll free numbers."
- "I refuse to take training; I don't need to be trained to teach my native tongue."
- "What do I get paid for volunteering?"
- "My doctor advised me to volunteer."
- Feels the ads are misleading because it takes more than a caring heart to teach someone to read. You must have the attributes of a teacher.
- Always wanted to be a volunteer tutor, but never knew who to call.
- An illiterate couldn't read the 800#; not clear who the audience is.
- Wrote the 800# on his hand so he wouldn't lose the number.
- A pastor is home recovering from a stroke & wants to volunteer, he is willing to share his church as a tutoring location.
- Has bone cancer and for his own peace of mind and to help take his mind off of his own dilemma he would like to help someone else.
- When he was in the army (20 years ago) he taught three people to read and thought he might like to do it again; he found it very rewarding.
- She reads her neighbor's letters for her because her neighbor can't read. Her son read books to the neighbor, etc. One day the son asked about taking up a collection for their neighbor so they could buy her a dog; he thought it was terrible that she was blind.
- Teaches creative writing in prisons and would like to start a reading program as well.
- Do you have to be retired as the ad indicates?
- Wants to volunteer her home for tutoring sessions.
- New Rotary club is looking for a project.
- Has a friend who can't read, she discovered it when they were driving to Seattle and she asked her to read a road sign.
- A patient in maximum security mental hospital wants to tutor someone in the visiting room.
- Working on her masters as a reading specialist, chose this field because her grandfather couldn't read or write.
- Was learning disabled, now wishes to volunteer.
- Upset that B. Dalton Bookseller didn't include the Nebraska 800# in their advertising.
- Wants to "help theirself by helping someone else."
- "If I don't qualify to tutor, I'll be a student."
- "I was inspired by the movie "Teachers."
- Wants to trade tutoring for yard work.
- "I'm a teacher and don't need to attend a workshop."

Potential Students

During 1985, 17.5 percent of hotline calls were from potential students. Below is a month-by-month breakdown of those calls.

Month	Total	Male	Female	Unknown Gender
January	205	112	73	20
February	279	146	103	30
March	453	227	161	65
April	605	268	278	59
May	384	208	138	38
June	372	189	138	45
July	329	168	124	37
August	518	254	188	76
September	660	334	226	100
October	596	272	185	139
November	811	356	307	148
December	343	170	123	50
	5,555	2,704	2,044	808
	(17.5%)	(48.7%)	(36.8%)	(14.5%)

Of the 5,555 potential calls, 3,213 (57.8 percent) were placed by the students themselves, while 2,342 (42.2 percent) were placed by someone else. Most student calls were from women, 3,594 (64.7 percent). Men accounted for 1,914 (34.5 percent) of student calls, and 47 (.8 percent) were of unknown gender.

The following is a breakdown of the student calls placed by someone else and how they were associated with the caller:

Husband — 524
Son — 319
Brother — 125
Friend — 371
Wife — 60
Grandchildren — 30
Unknown — 505
Mom — 41
Dad — 25
Sister — 42
Cousin — 11
Nephew — 30
Niece — 9
Literacy student — 16
Co-worker — 8
Clients — 16
Neighbor — 10
Fiance — 4
Daughter — 82
Employee — 25
Family — 18
Patient — 10
Aunt — 4
Uncle — 2
Roommate — 2
Parish Member — 4
Grandparent — 2
Boyfriend — 36
Girlfriend — 4
Landlord — 1
Inmate — 1
Tenant — 1

Five hundred ninety (590) potential students volunteered their ages. The breakdown is as follows:

16-19 years — 129
20-29 years — 211
30-39 years — 58
40-49 years — 31
50-59 years — 21
60+ — 22

We also received requests for assistance for 118 children who needed help with their basic literacy skills.

One hundred twenty eight (128) potential students requested resources for the learning disabled/dyslexia; 17 wanted a GED; 19 math; 37 spelling; 132

English as a Second Language; 2 pronounciation; 11 comprehension; 1 penmanship; 1 grammer; 1 writing; 1 home study; 1 stuttering; 1 speech therapy; and 2 deaf resources. One hundred and five (105) specifically requested one-to-one tutoring help. Three hundred fourteen (314) wanted information on how to tutor someone without belonging to a formal program.

A small percentage of the potential students indicated their backgrounds/vocations. They included chief engineer, nurse's aide, successful businessmen, business college student, inmate, college graduate, high school graduate, office clerk, truck driver and stroke victim.

Student Ancedotes

- Trying to adopt a child, but can't until he's literate.
- A doctor from Cambodia can't pass the English section of his medical exam and needs help.
- A potential student signed a paper that his family read to him. He later found out that he signed his house over to them and they sold it. He also needed legal advice.
- A student wants to start automotive school, but doesn't read well enough.
- A successful 59-year-old businessman wants to improve his 4th grade education level.
- Called for his lawn-keeper who keeps looking at the library and says he wished he could read.
- An electrical engineer that needs English as a Second Language before he can take a job that has been offered to him.
- Needs help studying for a civil service test.
- Wanted to know if her husband can get fired from his job because he is illiterate (he builds bridges). She refused referrals saying that they have tried too many teachers. He has a brain block due to an accident he had as a child, but he is a math genious.
- Wants to learn how to read, but has an eye problem and needs extremely large print to look at.
- A couple of different students called who are currently being helped, but are dissatisfied with their current tutor/class and wanted something different.
- Wants to learn how to read music.
- Only wants to have books sent, refused any other help.
- A college graduate said he made it through college on his football scholarship.
- "How long do I have to go to school?"

General Information Requests

The hotline received 3,309 (10.4 percent) general information requests during 1985. Of these, 921 (27.8 percent) were male, 2,255 (68.1 percent) were female and 133 (4.0 percent) were of an unknown gender. Primary groups calling with general information inquired were:

Literacy/Adult Basic Education Programs — 698 (21.1 percent)
Private Citizens — 849 (25.7 percent)
Colleges — 156 (4.7 percent)
Private Businesses — 120 (3.6 percent)
Libraries without an established literacy program — 143 (4.3 percent)
Media Representatives — 204 (6.2 percent)
Other 1,139 (34.4 percent), which included: Class Re-union Service, Mickey Rooney's Record Producers, Head Start, Legal Services, Volunteer Bureau, Jr. League, Library of Congress, USA for Africa, Job Service, VFW, Scout Leader, Teacher, Youth Center/Agency, Women's Media Group, Counselor, Local Rotary, Government, College Student, Social Services, Church, Prison, RSVP, Bookstore, IRA, Jail, Legislature, Far West, Chamber of Commerce, School, Civic Club, LVA, Coalition for Literacy, Attorney, Offender Aid & Restoration, Publisher, U.S. Department of Education, Doctor, Nursing Home, Business Writer's Workshop, Medical Center, Rehab Center, March of Dimes, Readers Theatre of the South, United Ag Coop, Sidney Sheldon's Public Relations Agent, Children's Reading Program, Federation of Women's Club, Red Cross, Foundation, Salvation Army, Retirement Home, Information/Referral, 4-H, Congressmen, Free Lance Writer, United Way, National MS Society, Dear Abby, Hospital, Employee Training Office, Employer Advisory Service, Dr. Toni Grant, AAUW, Teacher's Union, Arthritis Research Center, Contact Crisis, M.H. Clinic, Altrusa Club, Publisher, Day School, Senator, Catholic Social Services, Embassy of India, LLA.

From these calls various things were requested, including:

1,160 — Resources (local, national, state)
1,261 — How to Form a Local Program
675 — Coalition for Literacy
275 — Campaign/Catalog
471 — Tutoring Without Belonging to a Program
89 — Bibliographies of Low Level Books
429 — Helping your Child Succeed in Reading
364 — One-to-One Tutoring
233 — Volunteers in ABE
165 — Libraries & Literacy
397 — Fundraising
156 — Public Relations
294 — Forming a Local/State Coalition
2 678 — Illiteracy in America Brochure
1,174 — What Corporations Can Do for Literacy
1,327 — Statistics (Foreign, National, State & Local)
341 — Contact Literacy Center/Hotline Statistics
31 — Learning Disability Programs
42 — College Work Study Program
136 — A copy of all brochures
316 — Wanted to be included in the computer data bank as a literacy resource

Other requests included: questions on the referral process; permisison to use the 800#; verification of the 800#; LLA; LVA; BCEL; B. Dalton Bookseller; Mrs. Brush; RIF; U.S. Dept. of Education/Adult Literacy Initiative; donations; teaching methods; literacy pen pals; computers and literacy; businesses and literacy; corrections and literacy; student & volunteer recruitment, retention & motivation; legislation involving literacy; ALA/LVA posters; drug/alcohol and their affects on literacy; called to complain about the U.S. education system; called to say they have the best teaching method/materials ever, etc; etc.; videos/documentaries dealing with illiteracy; national spokespersons; ESL materials; Rotary & literacy; RSVP grant on literacy; Bible based literacy material; women & literacy; literacy research currently being conducted; spelling books; national adult reading average; called to complain and ask if we would change our number, because theirs is similar and they are getting a lot of our calls.

One segment of the Coalition for Literacy/Ad Council campaign is designed to get the business community actively involved in literacy using the theme "A literate America is a good investment." The ads were distributed to business/corporate related magazines and newspapers, i.e., *EM & C, Electronics, Chemical Week, BYTE,* etc. The ads contain a coupon that businesses can complete and check if they are interested in receiving some general information on the fight against illiteracy or if they would like information on possibly funding the Coalition for Literacy.

A total of 38 coupons were received; 78.9 percent (30) requested general information on the fight against illiteracy, 18.4 percent (7) requested both the general information and expressed an interest in possibly funding the Coalition for Literacy, and 2.6 percent (1) expressed an interest in funding the Coalition for Literacy. Over 52 percent (20) of the coupons received were from foreign countries; the balance 47.4 percent (18) were from the United States including: four electric supply companies, publications consultant, management consultant, newspaper, bookseller, nonprofit, computer organization and eight unidentified. In addition, we received 120 hotline calls from private businesses expressing an interest in literacy.

These businesses were all sent a pamphlet developed by the Coalition for Literacy and a list of their local programs. The pamphlet, entitled "27 Million Americans Can't Read; and Guess Who Pays the Price," provides information on how to start a program, how to establish a literacy program for their employees, how they can provide community leadership in literacy, how they can help on the national level, and contacts for technical assistance.

General Information Ancedotes

- Really appreciates our help – A women contacted us via B. Dalton Bookseller and has been tutoring for the last 7 months.
- A 12-year-old was referred to a program and they weren't sure how to use her, since she was so young. They felt she was sincere. We gave her several suggestions on how to use a young volunteer.
- Conducting a reading marathon and would like to donate the proceeds ($1,000-10,000) to a local literacy program.
- Doesn't have time to volunteer, but would like to donate $$$.
- Has books and materials to donate to a local progam.
- Said we could fight illiteracy by selling "good books."
- Is going to be in an HBO movie portraying an illiterate and wanted information for background.
- Criminals should be made to go to school.
- Wanted to know copying techniques (how do illiterates do things without knowing how to read).
- Manager of McDonalds and often runs into students who just graduated and can't fill out their job applications.
- Is going to request that the government fund all literacy programs.
- A teacher wants us to send our money to the school systems.
- Going to conduct a workshop and needs a list of potential volunteers.
- Wants to get her 7th & 8th grade class involved.
- Screamed about statistics in the paper stating that 75% of unemployed are illiterate – he is not and he can't get a job because of "our" statistics!
- "America does have a problem if "Jane" can graduate from high school and be illiterate!"
- "I've been a student, now what?"
- A volunteer was terminated from a literacy program. He wants to take legal action and wanted legal advice.

- Is a volunteer with the local Jr. High School and has trouble tutoring the students in reading, wants some advice, local programs, etc.
- A TV station called and wants to send a usage report to the Coalition for Literacy.
- An ABE program called and requested a volunteer for one of their students.
- Thought we would read stories to children over the phone.
- Can an employer discriminate against a non-reader?
- We should teach illiterates to read braile — "what a sensation that student would have by feeling the words."
- Dislikes the term illiterate.
- PR agency for Sidney Sheldon expressed Sheldon's interest in doing something for literacy.
- "What causes illiteracy?"
- Having trouble with a student who can't sound out words.
- Wants to set up something where students are referred to a national financial aid office upon completion of their literacy program.
- Wanted to interview someone who was illiterate.
- Jehovah Witnesses are a marvelous source of assistance.
- New school superintendent wants to form an adult literacy program.
- Salvation Army has a group of men (mostly alcoholics) who need literacy assistance.
- Received several calls as part of a school project. Students were to "find out whatever they could about us."
- Several calls were received concerning the cost of teaching an adult to read.
- Has a 60 minute cartoon dealing with learning to read that he wants the Coalition for Literacy to buy.
- Mickey Rooney is interested in doing something, according to his record producer.
- Wants us to write to Dear Abby and tell her that some people who can't read may have dyslexia.

"Other" Calls

In addition to the 31,749 calls received, there were 1,519 (4.6 percent of the total number of calls) "other" calls handled. These calls included 849 (55.9 percent) hang-ups, 179 (11.8 percent) pranks, 247 (16.3 percent) re-calls, 235 (15.5 percent) wrong numbers, and 9 (.6 percent) calls for B. Dalton Bookseller book orders.

All hotline operators have been instructed to hangup immediately if they receive a prank call. If there is any doubt that it is a prank they have been instructed to carry through as though it is a legitimate call. Sometimes students may sound like a prank, but in reality they are really seeking help.

Prior to initiating the hotline we checked with several other 800# operations. Some reported that as many as 50 percent of their calls are pranks. We were prepared to handle thousands of prank calls, but received nothing near that quantity.

The number of re-calls per month has dropped drastically since the switch to first class mail. The most common call back now is from someone who lost the number they received over the phone.

Calls for book orders for B. Dalton Bookseller are given the B. Dalton Bookseller toll free number.

Time of Day the Hotline Rings

The hotline is staffed 8 a.m. - 8 p.m., Monday through Friday and 8 a.m. -noon, Saturday. Between 11 a.m. and noon was the busiest hour for calls; 3,615 (11.4 percent) of the calls were received during that hour. The hour with the fewest calls was 7 p.m. - 8 p.m. when a total of 621 (2.0 percent) calls were recorded.

The hourly breakdown is as follows:

Hour	# of Calls	Percent
8 a.m.	2,697	8.5
9 a.m.	3,116	9.8
10 a.m.	3,491	11.0
11 a.m.	3,615	11.4
noon	3,259	10.3
1 p.m.	3,193	10.1
2 p.m.	3,109	9.8
3 p.m.	3,056	9.6
4 p.m.	2,414	7.6
5 p.m.	1,635	5.1
6 p.m.	1,156	3.6
7 p.m.	621	2.0
Unknown	387	1.2

A total of 29,585 (93.2 percent) of the calls were recorded during normal business hours of 8 a.m. -6 p.m.; only 1,777 (5.6 percent) of the calls were received after 6 p.m.

Six hundred one (601) total calls (an average of 14.7 per month) were received on Saturdays (8 a.m.-noon), this represented 1.9% of the total number of calls taken during 1985. February-March of 1985 we closed at 6 p.m. weekdays and did not open on Saturdays because of the very small volume of calls during the extended hours. The number of evening and Saturday calls did show an increase, but is still a very small proportion of total calls.

We generally received more calls on Monday than any other day of the week; we got the least number of calls on Friday. The increase on Mondays was, we think, because those who called over the week-end and heard our answering machine message are called back.

The hotline was not staffed on certain national holidays, including Memorial Day, Fourth of July, Labor Day, Thanksgiving (Thursday & Friday), Christmas Eve and Christmas Day. For a few days between Christmas and New Years we closed the hotline at 6 p.m. No known problems resulted from holidays or shortened hours. Usually, there were very few calls on the answering machine on a holiday, indicating a very minimal volume of calls.

The answering machines are used to cover the hotline after hours. A total of 9,115 (an average of 759.6 calls per month) calls were logged during 1985. This averages out to 1.7 calls per hour.

Where the 800# is Being Seen

A total of 10,759 (33.9 percent) callers told us where they saw the 800#. The breakdown is as follows:

	Mentioned the Ad Council Theme	Television	Radio	Paper	B. Dalton Bookseller	Magazine	Documentaries	Member of the Coalition for Literacy	Other	Total
Jan.	N/A	137	7	19	16	22	2	6	5	214
Feb.	N/A	247	3	40	11	16	1	7	22	347
Mar.	N/A	455	126	34	25	86	2	–	10	738
Apr.	N/A	569	164	45	67	448	0	0	39	1,332
May	N/A	421	133	132	33	281	0	0	19	1,019
June	147	427	74	53	14	165	0	1	17	898
July	163	235	74	84	12	106	–	4	63	741
Aug.	70	342	54	106	11	783	0	4	79	1,449
Sept.	73	410	49	90	5	732	–	4	13	1,376
Oct.	49	340	65	155	2	449	1	2	17	1,080
Nov.	23	249	26	275	25	262	1	0	38	899
Dec.	22	208	22	57	8	163	–	–	34	514
	547	4,040	797	1,090	229	3,513	7	28	356	10,607

*N/A – Not available

Under the television category, Famous Amos' appearance on the Larry King Live (CNN) show generated 132 calls and Etc. (Nebraska ETV program) brought in 5 calls.

Radio shows that were mentioned as giving the 800# include Larry King (5 calls), Christian Science Monitor (1 call), and a guest appearance by Famous Amos (6 calls).

Newspapers mentioned for printing the 800# included: USA Today (100 calls), Dear Abby (189 calls), Los Angeles Times (62 calls), New York Times (35 calls), Washington Times (7 calls), Sacramento (2 calls), Detroit Free Press, Cape Cod Times and San Diego (each credited with one call).

Below is a breakdown of the calls generated due to the 800# being placed in a magazine.

Reader's Digest – 1,599
Better Homes & Garden – 219
People – 166
Time – 112
Glamour – 100
Newsweek – 82
Family Circle – 69
Business Week – 60
US News & World Report – 57
Good Housekeeping – 34
Atlantic Monthly – 25
Essence – 17
Vogue – 16
Changing Times – 12
MS – 12
Publisher's Weekly – 11
Sunset – 10
Forbes – 10
Ladie's Home Journal – 9
Scientific American – 7
US – 6
American Airlines – 5
Women's Day – 5
Popular Computing – 4
Modern Plastic – 3
Frontier Airlines – 3
Airline Magazine – 3
Scholastic News – 3
Sporting News – 3
True Story – 2
Teen – 2
Fleet Owner – 2
Foreign Affairs Quarterly – 2
PACE – 1

Popular Mechanic – 1
Sales & Marketing Management – 1
Bike – 1
Electric World – 1
Fiction Network – 1
Cosmopolitan – 1
50 Plus – 1
Realtor's News – 1
Editors & Publishers – 1
Auction Week – 1
Artist – 1
Chemical Engineering – 1
Foothills Trader – 1
Computer – 1
New Woman – 1
Redbook – 1
Survival – 1
Architectural Digest – 1
Computer Science – 1
Town & Country – 1
Fortune – 1
Madison Avenue – 1
Golf – 1
Gold – 1
Continental – 1
Bazaar – 1
American Legion – 1

Two television documentaries shown in 1984 generated calls even into 1985. Five calls were from "Wall of Words" and two from "Can't Read, Can't Write."

Other calls were generated from the following:

RSVP – 78
Books – 63
Philadelphia Mayor Good – 30
Safeway Grocery Sack – 21
Library – 19
Friend – 15
Kozol's Book – 15
Famous Amos – 15
Congressman Tom Ridge (PA) – 12
BCEL Newsletter – 7
NY Review on Books – 7
LVA Conference – 3
Local Literacy Program – 2
Texas Medical Journal – 2
Movie Channel Book – 2
IRA – 2
Warner Books – 2
Penny Saver – 1
AAUW – 1
Psychiatrist – 1
UPI – 1
Prison – 1
United Technology – 6
LVA – 4
the written word – 4
RIF – 4
US Department of Education – 4
Safeway Grocery Insert – 3
Reading Today – 3
White House/Bush – 3
ALA Nation of Readers – 3
Library Newsletter – 3
American Bookseller Association – 3
Wall Street Journal – 1
Teacher – 1
Library Conference – 1
Booksellers' Convention – 1
Church – 1
Margaret Dean – 1
Locan ABE Program – 1
AARA Bulletin – 1
Post Office – 1
Update (NIE) – 1
Community Information Service – 1

There were several feature stories in magazines, newspapers and radio throughout 1985, including:

Good Housekeeping – January 1985
ABC Radio (national program) – March 1985
New York Times/United Technologies – August 1985
Reader's Digest – September 1985
Glamour – September 1985
USA Today – September 30, 1985
Better Homes and Gardens – November 1985
Dear Abby – November 11, 1985

It is impossible to know precisely how many calls logged under various sources were due to the Ad Council public service announcement being utilized or a feature article. We do know from experience, however, that when a feature article is run we can anticipate a major rush in the number of incoming calls from potential volunteers and students. Student calls, in particular, are increased as a result of feature articles.

Client and Program Feedback

A quality control system, handled by the Contact Administration Department, monitors client satisfaction with the hotline and clearinghouse service.

A quality control letter, developed prior to 1985, asked requestors about the speed, courtesy, relevance and overall quality of their experience with the hotline/clearinghouse.

In June 1985, we found it necessary to make some changes in the quality control letter. The original letter was such that it was not clear to us if a client was satisfied or dissatisfied with our response or with the local program he/she was referred to. A new quality control letter has eliminated the confusion.

While we are primarily concerned with the quality of our handling of client's inquiry, the new letter has a separate section for the client to report his/her satisfaction with local programs.

A copy of the new letter is included in this report.

All quality control letters returned indicating a need for additional information/referral are turned over to the literacy division for follow-up response.

During 1985, the quality control letter was sent to 10 percent of randomly selected volunteers, students and general information requestors. The letter is sent two to four weeks after the client's original request was handled. Three hundred five (305) quality control questionnaires were returned to Contact during the year.

The following is based on 104 quality control questionnaires received September-December (utilizing the new quality control letter):

Ninety-eight (98) percent reported their call was handled courteously. Ninety-five (95) percent of the clients felt they received their information in a time frame adequate for their needs. Comments concerning the 800# included:

85% satisfied; 15% needed additional information/referrals/assistance

- This center provides a real service to further help with literacy in other communities.
- I have always said that an instant response is the best way to get action, and you surely responded instantly. I congratulate you on your philosophy of attention to volunteer requests. You responded faster than anybody I've ever ordered anything from by mail for **money.**
- Toll free number is a great idea!
- Operators need more enthusiasm.
- Was sent resources for the wrong area.

Clients who received the wrong information were sent a correct listing immediately. As mentioned under staffing, changes were made in line assignments to keep operators fresher.

Sixty-two (62) percent of the clients reported that they were satisfied with the contact made with their local program; 28 percent were not satisfied. Clients were asked how soon they contacted the local programs after receiving our information; 57 percent reported that they made contact immediately, 17 percent within one week, 9 percent within two weeks, 5 percent within three weeks, and 7 percent waited four weeks or longer. Five (5) percent did not respond to the question.

Thirty-eight (38) percent reported that they had already received tutor training; 53 percent had not; 9 percent did not respond. Twenty-two (22) percent reported that they were active volunteers; 65 percent were not active; 13 percent did not respond.

Comments concerning the local programs included:

- Volunteer training should be accomplished more quickly.
- Programs seem uninterested in volunteers; either no need for them or they can't get information.
- A student is having trouble getting the attention of the program.
- Felt volunteers should not have to pay any fees.
- Some volunteers waited over two months for the program to call them back.
- Programs do not seem interested.

Follow-ups were made to both the clients and the programs when the client reported having trouble.

A division of Contact Center, Inc.

CONTACT LITERACY CENTER

P.O. Box 81826 Lincoln, Nebraska 68501-1826 800/228-8813 402/464-0602

The information center for the Coalition for Literacy

Dear Client:

Recently, you contacted the Contact Literacy Center requesting information or assistance through our 800 number.

In order for us to monitor our services and evaluate whether we are meeting the needs of our clients, we would appreciate your taking a few moments to comment on our response to your request. Please let us know if the information, materials, and/or referrals were helpful, and be sure to tell us if you are in need of further assistance.

Please record your comments in the space provided below, fold so that our address appears on the outside, and return it to us.

Thank you for helping us to serve you better.

Sincerely,

Mel Walker

F. Mel Walker
Vice President, Administration

Nature/Subject of Request: ______________________________

In regards to the 800# clearinghouse response:

Was the information sent what you wanted? Yes _____ No _____
Was your request handled courteously? Yes _____ No _____
Was the time frame adequate for your needs? Yes _____ No _____

Additional comments in 800# response: ______________________________

____

In regards to your contact(s) with local programs you were referred to:

Was your contact with the local programs satisfactory? Yes ___ No _____

How soon did you contact them after receiving the information? __________

If you were interested in becoming a volunteer:
  Have you received tutor training? Yes _____ No _____
  Are you now an active volunteer? Yes _____ No _____

Additional comments on local programs the local programs you were referred to:

____

____

____

THANK YOU!

Cost of Operation

A detailed cost analysis of the actual cost of operation of the literacy hotline during 1985 indicated that the cost per call, at projected volumes, will be $3.40. The breakdown per call is:

Personnel: 55%
Phone: 32%
Postage: 9%
Printing: 5%

These direct operational costs, obviously, do not include the equipment or costs associated with gathering, verifying program data and maintaining the data base, which is covered by the Contact Center.

Comparing our costs with those supplied by the American Telemarketing Association and First Data Resources we were informed that the type of calls we handle cost the large for profit organizations $3.50 per call for calls only (no mailing to person calling or resources). Our actual costs for the same service was just under $1.52 per call.

In addition to the hotline, we receive requests and comments through our normal clearinghouse operation, utilizing the regular business phone line and mail. The number of requests received increased dramatically over the 12 months of 1985 as shown on the "Number and Type of Clearinghouse Requests" chart.

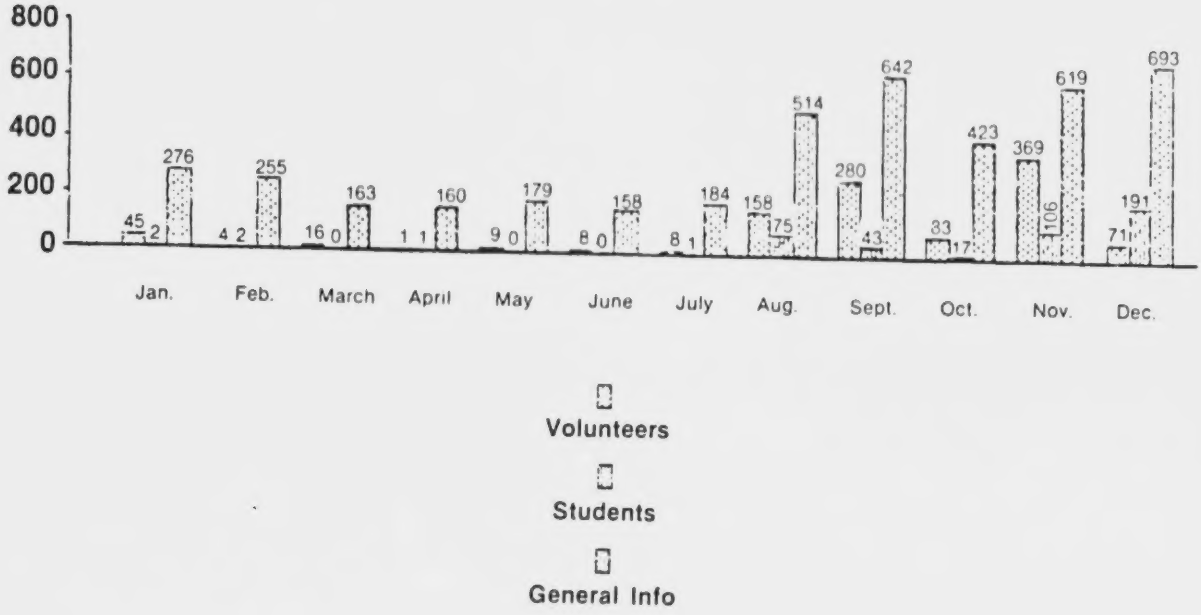
A total of 4,266 requests were received: 1,052 (24.7 percent) were from potential volunteers, 438 (10.3 percent) from potential students, 38 (.9 percent) from business coupons, 1,443 (33.8 percent) requested various brochures, 331 (7.8 percent) requested listings of local resources, and 964 (22.6 percent) were other types of requests. Two hundred five (205) calls came as a result of a feature article that appeared in the September 1985 issue of *Reader's Digest;* 203 were the result of a Dear Abby article; 64 from *Good Housekeeping;* 18 from *Glamour;* and one each from *Redbook* and the Chicago Tribune. Each of those also generated many hotline calls.

We received 4,409 pieces of information that were logged and entered into our clearinghouse resource files or library. This included 138 (3.1 percent) pieces of information abstracted and placed in our resource files; 48 (1.1 percent) new books for the library; 447 (10.1 percent) newsletters; 3,514 (79.7 percent) updated information on programs; and 262 (5.9 percent) letters containing other general information.

Six thousand five hundred thirty two (6,532) contacts were made to gather information from the field (including 6,426 resource update sheets). An additional 117 contacts were made to give information.

We actually served a total of 2,373 clients, including 1,636 (68.9 percent) private citizens; 67 (2.8 percent) members of the Coalition for Literacy; 59 (2.5 percent) colleges; 81 (3.4 percent) adult basic education programs/Department of Education; 17 (.7 percent) government agency/department; 209 (8.8 percent) literacy programs; 72 (3.0 percent) libraries; 33 (1.4 percent) media; 43 (1.8 percent) private nonprofit organizations; 71 (3.0 percent) private businesses; 54 (2.5 percent) publishers; and 26 (1.1 percent) "other" (including Mickey Rooney's record producer, correctional institutions, mental hospital, college students, and Dear Abby).

Number and Type of Clearinghouse Requests



Summary

As the campaign response system, the first point-of-contact for people who saw a **Volunteer Against Illiteracy** ad and took action, we feel the first year of the campaign was a success based on the amount of awareness it created. Time and time again, callers expressed shock that the rate of illiteracy could be so high in this country. Others said they had always wanted to get involved in something like this, but never knew how.

The campaign received millions of dollars worth of donated advertising to spread its message. The ads also spurred major feature articles in such publications as *Reader's Digest, Glamour, USA Today, Good Housekeeping, Better Homes and Gardens,* Dear Abby and New York Times/United Technologies. That type of literacy publicity seemed to create an even greater, immediate response from the public.

Many literacy programs, as a result of the Advertising Council publicity, have written or phoned to let us know they have made contact with individuals, referred by us, who expressed an interest in either volunteering or being a student. Some groups have indicated that the referrals made have been a real boost to their local efforts. For example, Spartanburg AWARE, Inc., Spartanburg, S.C., asked that we continue to send referrals "as in the past they have worked out quite well." Toledo Area Literacy Council, Toledo, Ohio, thanked us for the job we are doing and stated that they have "gained most of their recent tutors and students via our 800 number."

While these accomplishments are gratifying, we can't ignore the difficulties. Not all literacy programs were properly informed of or ready to deal with a national campaign to recruit volunteers. A too-frequent complaint from potential volunteers was that a local program they were referred to did not seem interested in using volunteers and/or was not following-up on their expressed interest in volunteering. Where we could identify these problems, we have contacted local programs and provided information on how volunteers can supplement their program. Ensuring that local programs can effectively utilize volunteers is an area the Coalition for Literacy will continue to address.

As the report indicated, throughout the year we found it necessary to make adjustments in staff, referral process and equipment. The Advertising Council has advised us that the second year of the campaign will have an even greater impact. We will continue to make adjustments as the campaign calls for it, and look forward to serving the Coalition for Literacy in 1986.

FATHER: The very... the v-e-r-y...lit-tle...little...

ANNCR: (VO) This is what it's like to be functionally illiterate.

Unable to read a job application...a street sign...or a bedtime story to a child.

There are twenty-seven-million Americans like this. Twenty-seven million.

We could help them, but we need your help.

Call the Coalition for Literacy at this number and volunteer. The only degree you need is a degree of caring.

FATHER: I think...I...can... I...think...I...can...

I think I can...

13 :60 STORY

14 :30 SHORT STORY

15 :10 SHORTEST STORY

The television spots are offered to local stations on ¾" tape. If a station requires a 16MM Film version, that may be ordered from the Ad Council.

The television spots are produced in two ways. There is one spot in :60, :30, :10 lengths which contains the "800" telephone number. There is also one spot in each length which does *not* contain the "800" telephone number, thus making it possible for a local television station to insert the name and telephone number of a local literacy program.

Since in most communities there are numerous literacy programs and it would not be practical to list all of them on these localized television spots, permission must be obtained from the Coalition for Literacy to have a local literacy program replace the national "800" telephone number. ONLY *ONE* LOCAL PROGRAM IN A COMMUNITY MAY OFFER THEIR TELEPHONE NUMBER TO A LOCAL TELEVISION STATION. When this local program replies to callers, the Coalition requires that referrals are made to all other programs in the community. To obtain clearance the local program should contact: Jean Coleman, Staff Liaison, Coalition for Literacy, American Library Association, 50 East Huron Street, Chicago, Il. **(312) 944-6780.**

Executive Committee

Members, Coalition for Literacy

American Library Association (ALA) encourages its 40,000 plus individual and organizational members, already serving as education resources, to take a leadership role in the literacy movement.

B. Dalton Bookseller (a national book retailer owned by Dayton Hudson Corporation) focuses its community involvement and contributions program on functional illiteracy.

International Reading Association (IRA) supports the efforts of its 60,000 members to improve the quality of reading instruction and promote the lifetime reading habit.

Literacy Volunteers of America (LVA) fosters increased literacy in the U.S. and Canada primarily through 15,000 trained volunteer tutors in over 32 states.

National Commission on Libraries and Information Science (NCLIS), an independent permanent agency within the Executive Branch advises the President and Congress on the nation's information needs and develops plans to meet them.

Contact Center, Inc., is an international human service information and referral agency equipped to link literacy needs and resources.

American Association for Adult and Continuing Education (AAACE) provides leadership in advancing the education of adults in the lifelong learning process.

National Advisory Council on Adult Education (NACAE), appointed by the President, advises the Congress and Administration on policy concerning the Adult Education Act and review all federal adult education programs.

National Council of State Directors of Adult Education (NCSDAE) represents the fifty State Directors who implement the Adult Education Act and whose program served 2.3 million clients in 1982.

Laubach Literacy International (LLI) mobilizes more than 50,000 volunteers to combat adult illiteracy through 600 U.S. community programs.

American Association of Advertising Agencies (AAAA), representing over 570 advertising agencies, has adopted literacy as a community service focus since 1979.

Contact Literacy Staff

Rhonda Kadavy
Donna Hunzeker
Donna Bolz
Carla Meza
Christy Jarecke
Patrick Schmitt
Jeanell Nelson

The Contact Literacy Center's toll free hotline links potential literacy volunteers, students, businesses and community groups with local literacy efforts. In addition the following publications are produced by Contact for the field:

the written word, a monthly newsletter that reports on literacy awareness activities, coalitions, programs, publications, and ideas you can put to use. $10/year.

Reducing Functional Illiteracy, A National Guide to Facilities and Services, an annual directory of literacy programs nationwide. Includes Laubach Literacy Action, Literacy Volunteers of America, libraries, non-affiliated groups, and Adult Basic Education. $12.

Volunteer Against Illiteracy. The only degree you need is a degree of caring.

A literate America is a good investment.

Contact Literacy Center
P.O. Box 81826
Lincoln, NE 68501
800/228-8813 (Nebraska - 800/228-3225)

APPENDIX D.4

Contact Literacy Center:
Corrections
Compendium
(October, 1985

Complimentary Copy

corrections COMPENDIUM

The National Journal for
Corrections Professionals

Save $5.00

SPECIAL INTRODUCTORY SUBSCRIPTION OFFER

Be informed about what's going on in the nation's state and federal prisons, jails, probation and parole offices, juvenile justice systems, community-based corrections and the private sector.

Up-to-date survey information and statistics
Timely legal case reports
In-depth feature article
An information service with quick answers to your questions

POSTAGE-PAID REPLY CARD ON BACK COVER

Legal Issues

In the enclosed issue of **Compendium**, you'll read about court action on questions such as:

Is provision of contract lawyers adequate in providing jail inmates with meaningful access to the courts?

Can a prison system randomly require urinalysis and blood tests of employees?

Under what circumstances are prison officials responsible for an attack on an inmate by another inmate?

Are state officials liable when a furloughed inmate murders?

Each month **Compendium** brings you the latest word from the courts. "Legal Issues" case reports are prepared by an attorney experienced in correctional law and are written in concise layman's terms to give you the information you need on general court trends. **Compendium** case reports cover the entire realm of criminal justice:

Prison and jail conditions and practices

Parole granting, denial and revocation

Juvenile justice

Restitution and probation

Other topics that directly or indirectly affect you daily.

Surveys

Here's a sampling of topics addressed by **Corrections Compendium** surveys during the past year:

What percentage of inmates are released via community residential centers?

Are violent deaths in correctional institutions increasing?

Do all systems have habitual criminal statutes?

What correctional systems are currently constructing new facilities, and at what cost?

Compendium surveys have long been a standard source for comparative, system-by-system breakdowns of facts and figures on the correctional topics you ask about most. Frequently, these are one-of-a-kind compilations of data. Upcoming survey topics include:

Lawsuits against correctional systems

Use of computer systems in corrections departments

Contracting for health services in institutions

Inmate escapes from both secure and community facilities

Compendium survey data are frequently cited by the media as well as by criminal justice reports and publications. **Compendium** prison violence data — the only compilation of its kind — were cited by the U.S. Supreme Court in its 1984 decision in *Hudson v. Palmer.*

corrections COMPENDIUM

Volume X No. 4 The National Journal for Corrections Professionals OCTOBER 1985

LEGAL ISSUES

Reckless Response to Risk

A federal appeals court has ruled that an inmate's constitutional rights were violated by the reckless disregard shown by Missouri prison officials for his right to be free from attack by fellow inmates.

James Porm, an inmate at the Missouri Training Center for Men in Moberly, Missouri, brought suit against officials of the Missouri Department of Corrections after he was stabbed by another inmate.

According to Porm's testimony, overcrowding and sexual harassment of white inmates by certain black inmates had increased the racial tension in the facility during the weeks preceding the stabbing. Porm contended that he told officials that violence was likely to occur and was assured that appropriate action would be taken. Several days later, Porm's brother, also an inmate,

(continued on page 2)

SURVEY SUMMARY

Correctional Education

Thirty-eight state systems and the Federal Bureau of Prisons have recently provided information on educational programming for inmates in their system. The survey was conducted from April through June of this year.

Thirty-six of the thirty-eight responding state systems report that they include basic literacy training as part of their educational programming, as does the Federal Bureau of Prisons. The remaining two state systems, Nebraska and Rhode Island, were establishing programs at the time of the survey. Literacy programming often is included under the auspices of Adult Basic Education (ABE) programs, and all respondents except Hawaii and Nevada offer ABE to inmate students.

In the systems responding to the inquiry, about 85,000 inmates were identified as participating in basic literacy and/or Adult Basic Education programming during 1984. In addition, about 18,000

(continued on page 14)

Highlights:

Feature article:
No Comprendo: The Language Barrier in the Criminal Justice System
by Susan Darst Williams
page 6

Legal Issues:
by Richard Crane
Officials' Reckless Disregard Responsible for Inmate's Stabbing
page 1

More case reports
page 2

Survey:
Correctional Education
page 1

Survey Chart
page 10

Program Profile:
Inmate Literacy Volunteers in Virginia
page 5

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(Continued from page 1)

was involved in a fight with a member of the group allegedly sexually harassing other inmates. Porm again informed officials that he had been threatened, and two days later he was stabbed by an inmate he claimed was a member of the same group.

In order to sustain his claim that officials failed to take sufficient precautions to protect him, Porm had to show deliberate indifference on their part either by intending to deprive him or by reckless disregard of his right to be free from violent attacks by fellow inmates. To establish the officials' reckless disregard, the court has held that the existence of a pervasive risk of harm must be shown.

According to the court, Porm presented evidence which was sufficient to allow the conclusion that a pervasive risk of harm did exist and that officials failed to reasonably respond to that risk.

Porm v. White, 762 F.2d 635 (8th Cir. 1985)

Use of Contract Lawyers for Inmates Upheld

A U.S. Court of Appeals has held that provision of contract lawyers is adequate in providing jail inmates with meaningful access to the courts.

Steven Nordgren, along with several other indigent inmates at the Salt Lake County Jail in Utah, filed suit alleging that their constitutional rights were violated by being denied legal representation beyond the initial stages of their incarceration, that legal aid organizations refused to assist them, and that prison authorities refused to provide an adequate law library so they could properly represent themselves. Although the facility admitted not having an adequate law library, they contended that an alternative was provided through the services of contract attorneys.

The right of access to the courts is a fundamental constitutional right, and the Supreme Court has held that one of the duties of prison authorities is to "assist inmates in the preparation and filing of meaningful legal papers by providing prisoners with adequate law libraries or adequate assistance from persons trained in the law." Most courts do not interpret this requirement as requiring special assistance to inmates further than the initial pleading stage. In this case, the court ruled that the services of contract attorneys were adequate in providing the inmates with access to the courts.

The Salt Lake County inmates also contested the contract law firm's procedure for screening cases. However, the court found that the law firm determined only which cases were appropriate for court-appointed counsel and which should be referred to private counsel. Therefore, the court concluded that Utah prison authorities did not infringe on the inmates' access to the courts.

Nordgren v. Milliken, 762 F.2d 851 (10th Cir. 1985)

Inmate Popped for Balloon

A state appellate court in California has upheld a body cavity search which produced a balloon containing four marijuana cigarettes.

Ronald West was an inmate at a county honor farm in California when two officers individually received information that marijuana was to be brought into the honor farm. A decision was made for the medical staff to conduct a search of inmates returning from work furlough that day. Forty inmates, including West, were subjected to a full body and cavity search. While searching West, Dr. Lincoln Service felt a foreign object in the rectum. West was given the opportunity to expel the item but refused. Dr. Service then extracted a red balloon containing four marijuana cigarettes, using his fingers and a vaginal speculum.

West sued on the grounds that the search violated the Fourth Amendment to the United States Constitution which prevents unreasonable searches. In determining that the search was not unconstitutional, the court balanced four factors: the scope of the intrusion; the manner in which the search was conducted; the justification for initiating it; and the place in which it was conducted.

Using these factors, the court found that the scope of the search did not exceed that which was intended originally and ample justification existed for initiating the search. The officials at the honor farm had adequate justification to conduct the search when informed that drugs would be brought into the facility. The actual search took place in a trailer instead of a hospital or prison clinic; however, the search was performed by a licensed physician using acceptable medical procedures and methods. The rectal search was not unduly harsh or oppressive, nor particularly prolonged. Therefore, considering all these factors, the search was reasonable, according to the court.

People v. West, 37 CrL 2359

Sham Hearing a Shame

A New York inmate was illegally placed in administrative segregation for more than sixty days without a constitutionally sound disciplinary hearing, according to a U.S. Court of Appeals.

Emanual Patterson was an inmate at the Attica Correctional Facility in New York when he was placed in the special housing unit following a fight between two other inmates. About eleven days later he was given a hearing at which the only witness was a correctional officer whom Patterson allegedly assaulted. Patterson was not allowed to call any witnesses in his defense and was found guilty of assault and interference with an employee. He was sentenced to sixty days confinement in the special housing unit and lost sixty days of good time.

According to the court, due process, in its simplest form, requires an opportunity to be heard "at a meaningful time and in a meaningful manner." In this case, the court found that it had not been satisfied with the initial hearing, nor was it satisfactory when the first real opportunity to be heard is afforded an inmate after he has been in administrative segregation for sixty-five days. The court returned the matter to a lower court for further proceedings.

Patterson v. Coughlin, 761 F. 2d 886 (Sec. Cir. 1985).

Officials Not Liable For Murder by Furloughed Inmate

A decision not to petition for civil commitment of a Massachusetts inmate was too far removed from a murder he committed to hold state officials liable, according to a U.S. District Court.

Patricia Gilmore was murdered by Bradford Prendergast while Prendergast was on furlough from the Billerica County Jail. The estate of Patricia Gilmore brought a civil rights action against state officials for failing to prevent Prendergast's release when they knew of the danger he posed, and for failing to institute civil commitment proceedings against him.

Evidence presented by Gilmore's family claimed that Prendergast had been arrested based on Gilmore's complaint that he had threatened her life. He was ordered hospitalized and observed. Upon evaluation, Prendergast was found to be mentally ill. Prendergast was eventually released from the hospital and incarcerated at Billerica where he was to become eligible for furlough. Although Prendergast's parole application was denied and his file was sent to Billerica, it was never brought to the attention of his counselor. On December 17, 1979, Prendergast was released on furlough. The next day he kidnapped and murdered Patricia Gilmore.

The court has held that a state has a duty to protect the public from particular persons who have a "special relationship" with the state, such as prisoners. However, in order for the state to be held liable in civil rights cases, they must have acted with deliberate indifference to that duty. The Gilmore estate asserted that Billerica's furlough program was so deficient as to amount to a policy of encouraging constitutional violations by allowing furlough decisions to be made without reviewing a prisoner's psychiatric records. In fact, evidence presented by the state indicated that the furlough program had a success rate of over 99% prior to this incident.

The estate further asserted that the county commissioners were deliberately indifferent by the fact that they knew of Prendergast's danger to Gilmore, based on his parole application, and yet failed to prevent his release. Inasmuch as the commissioners were not involved in individual furlough cases, did not know of Prendergast's furlough application, and had sent his parole denial file by interdepartmental mail, the court found no evidence suggesting conscious indifference to constitutional rights.

The court further held that the failure to petition for Prendergast's commitment was too far removed from the murder to hold hospital officials responsible for it.

Estate of Gilmore v. Buckley, 608 F. Supp. 554 (D. Mass. 1985).

Iowa Court Rules On Searches of Prison Employees

A federal judge has ruled that a policy which subjected Iowa prison employees to searches, including urinalysis and blood tests, was too broad and intruded on the employee's normal reasonable expectation of privacy.

Because security is paramount in a penal institution, the court held that a routine search of employees entering the institution, sufficiently instrusive to discover any hidden weapons, was certainly reasonable. The court felt that this could be accomplished by metal detectors or a pat-down search by a person of the same sex, and by inspection of the contents of packages, purses, handbags and pockets.

Strip searches are another matter, according to the court. The court concluded that a strip search of a correctional facility employee can constitutionally be made only on the basis of reasonable suspicion, based on specific objective facts and rational inferences that could be drawn from those facts in light of experience. A generalized suspicion of drug smuggling activity is insufficient — there must be reasonable grounds to believe that at the time of the strip search the employee is concealing drugs on his or her person.

The court also ruled that a search of all automobiles brought within the confines of the facility where they may be reached by inmates was reasonable. However, it was unreasonable to search an employee's automobile parked outside the confines within which inmates are kept, even if the parking lot is on ground owned by the correctional facility.

The court also ruled that the department could demand that an employee provide a urine, blood, or breath specimen for chemical analysis only on the basis of a reasonable suspicion, again based on specific objective facts and reasonable inferences drawn from those facts, that the employee is then under the influence of alcohol or controlled substances.

Lastly, the court ruled that body fluid specimens may be obtained as part of pre-employment physical examinations or as part of any routine, periodic physical examination required of employees. The department may also require a specimen of blood, urine, or breath on a periodic basis as a condition of continued employment under a disciplinary disposition, if such a condition is reasonably related to the disciplinary action, and if the duration of the condition is specified and is reasonable in length.

McDonnell v. Hunter, 37 CrL 2361 (D. Iowa 1985)

Illinois Director Liable For Mistreatment of Inmate

An $80,700 damage award was not "monstrously excessive" inasmuch as the director of the Illinois Department of Corrections was aware of actions by his subordinates which resulted in constitutional violations.

Maxine Smith, a 47-year-old inmate at Dwight Correctional Center serving a 20-60 year sentence for killing her boyfriend, became a star pupil in a bimonthly law class and subsequently began to assume the role of jailhouse lawyer. She was given the position of law librarian and wrote a monthly legal column for the prison newspaper. Other inmates came to her with their legal problems, and she assisted them by translating legal documents, writing correspondence, and teaching them how to do legal research.

A new warden arriving at Dwight, however, instituted a more restrictive regime, disbanding the inmate council and monitoring the law class, eventually banning it altogether.

Warden Platt ordered Smith's cottage searched. A camera, cassette recorder and microphones were found, and Smith was charged with "passing and receiving contraband" and was immediately locked in segregation where she remained for 22½ months. During the first few weeks in segregation, Smith had nothing but a bed, dresser, toilet and sink. After 6 weeks, she was allowed a change of clothes. Her quarters were rodent and insect infested and so cold and drafty that she had to keep one blanket over the window and one over her head to stay warm. She lost between 30 and 40 pounds.

Smith filed suit seeking release from segregation, reinstatement in her law library position, restoration of her minimum security status, and damages.

At trial, all of the defendants agreed that no prisoner at Dwight had ever been placed in segregation for possession of a camera or microphones. The court found that not only was Smith entitled to damages for deprivation of her constitutional rights, she also had established a prima-facie case against the director, Charles Rowe, who had been notified on several occasions and urged to remedy Smith's mistreatment. His failure to intervene created a causal connection, or an affirmative link to the actions of his subordinates.

Therefore, the court found Rowe liable and ruled in favor of the damage award to Smith.

Smith v. Rowe, 761 F.2d 360 (7th Cir. 1985)

Survey Summary *(continued from page 1)*

inmates successfully completed the GED, or high school equivalency, in correctional education programs during 1984.

Nearly all systems use outside volunteer groups in their literacy programming, generally as tutors or as tutor trainers. Organizations affiliated with Laubach Literacy and Literacy Volunteers of America frequently were mentioned as participants.

A chart beginning on page 10 includes information from each responding system on the kinds of educational programming offered, the number of inmate participants, and information on dollar amounts allocated for educational programming.

SURVEY QUESTIONS
— CORRECTIONAL EDUCATION —

1. Are literacy programs (instruction in basic reading and writing) offered for inmates in your system?
2. Number of inmates, systemwide, participating in literacy programs during 1984.
3. Outside volunteer groups utilized in literacy programming? Specify.
4. Does literacy programming include inmates being trained to tutor other inmates?
5. Is Adult Basic Education (ABE) programming offered for inmates in your system?
6. How many inmates, systemwide, participated in ABE during 1984?
7. Is GED preparation and testing offered for inmates in your system?
8. How many inmates, systemwide, successfully completed the GED during 1984?
9. What is the total dollar amount allocated for educational programming in your system during the current fiscal year? This represents what percent of the total system operating budget?

Systems not responding:

Arizona
Colorado
District of Columbia
Maine
Massachusetts
Michigan
New Hampshire
New Jersey
New Mexico
South Carolina
Tennessee
Texas
Wyoming

Program Profile: Literacy Volunteers in Virginia

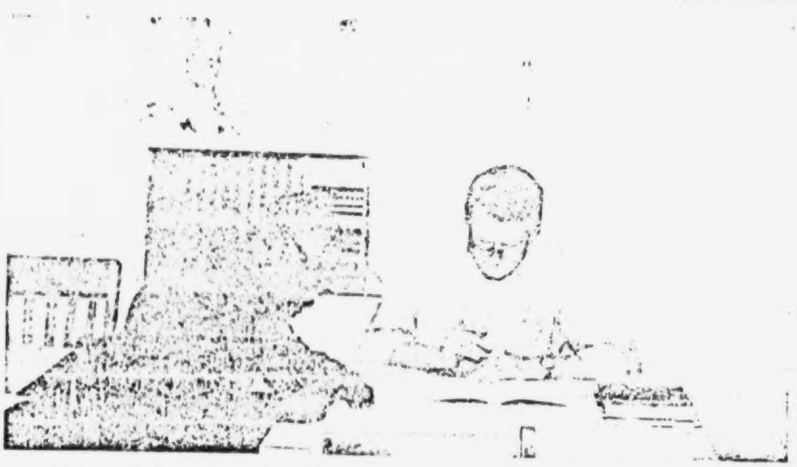
Dale Marlin was interviewed by *Corrections Compendium* on September 6, 1985

Inmates tutoring inmates are the mainstay of a literacy program in thirteen Virginia correctional institutions. Affiliated with Literacy Volunteers of America (LVA), the program is, according to LVA Executive Director Jinx Crouch, among several affiliates in correctional systems that serve as models of how literacy programming can be carried out successfully. Effective correctional LVA affiliate programs also operate in Florida, New York and Connecticut, according to Crouch.

Literacy Volunteers of Virginia Institutions (LVVI) is coordinated by Dale Marlin, who has been involved with the program since 1978 when she was the Right to Read coordinator for the area. When Right to Read funding ended in 1979, the program survived and flourished through the cooperation of inmates and administrators alike, Marlin said.

"Inmates put up the money to send me to Syracuse, NY, so that we could be certified to set up a LVA affiliate program here at the facility. The Jaycee chapter had T-shirts printed which were sold to cover my expenses. The principal at the school district authorized purchase of the teaching materials to get the program off the ground," Marlin explained.

In its Right to Read days, the program was operated only in the Staunton institution, but now extends to adult prisons throughout Virginia. Staunton was selected as the initial site, according to Marlin, since it opened in the mid-70's as a model treatment-oriented institution. As many as 200 students are tutored by about 100 inmate tutors systemwide now. The program is overseen by the Department of Correctional Education, which is unique in that it is a state agency separate from both the Department of Corrections and the Department of Education.



A LVVI tutor (on left) and his student work together daily in the classroom and meet twice a week on their own time to study basic reading.

While the program uses a few outside literacy volunteers, Marlin is partial to having inmates tutor inmates.

"It probably benefits the tutor as much as it benefits the student," she said. "Most of these guys have never taken any responsibility for anything positive before, and they just love it. Some of them are so dedicated."

Many students have improved their reading skills significantly as a result of the individual attention, and Marlin indicates that a couple of inmate students have gone on to become tutors themselves. Even for those students who do not make dramatic gains, the tutoring is beneficial, Marlin said.

"I've seen, even with students that didn't gain much as far as reading, a complete change in attitude and self-esteem."

In the Virginia literacy volunteer program, Marlin generally trains the inmates to be tutors. The principal at each school (institution) recruits and screens potential inmate tutors. Just as in outside programs, she said, "they screen to find the kind of person who would be desirable, not just educationally, but also as far as personality."

In a few cases, inmate tutors have taken over as tutor trainers. Women inmates at their prison, for example, put the LVA training on video, and adapted it for a women's prison.

Marlin does special need tutoring such as English as a Second Language (ESL), but she envisions the day when inmates conversant in Spanish can also tutor ESL. Similarly, Marlin hopes eventually to expand the programming into juvenile institutions in Virginia.

Marlin reports that a workshop presented at the last Literacy Volunteers of America national conference was received so enthusiastically that an entire tract on corrections will be included at the October '85 national conference. This, Marlin thinks, will inspire more LVA involvement in corrections.

For more information on Virginia's program, contact: Dale Marlin, Literacy Coordinator, Stauton Correctional Facility, P.O. Box 3500, Stauton, VA 24401; or Dr. Charles Price, Superintendent, Correctional Education, James Monroe Bldg., 7th Floor, 101 N. 14th St., Richmond, VA 23219.

No Comprendo: The Language Barrier in

You're a prison inmate minding your own business when suddenly an armed officer runs toward you, shouting, "Hagase a un lado!"

You're nervously starting your parole hearing. You freeze when the official has to repeat the question, 'I cuál es su plan para después de ser déspedido?"

You're working in the welding shop, and your detail officer breezes by, saying, "Véame antes de despedirse."

Confusing? Frustrating? If you understood Spanish, you'd know the officer commanded you to get out of the way. The parole official asked what your release plans are. And the welding boss wanted you to see him before you left.

You have just endured a few seconds of a language barrier. Imagine how it must be for the thousands of offenders who speak only — or mostly — Spanish, but who are in the American criminal justice system. Where the King's English is king.

"The language barrier does seem to exclude Hispanics from many, if not all, of the reform programs — vocational education, counseling, substance abuse rehabilitation, and others," said attorney Norma Cantu of the Mexican-American Legal Defense and Education Fund (MALDEF) in San Francisco. "In terms of the rehabilitative value of internment in prison, that's lost on us as a population."

"That's a terrible waste," she added.

As director of educational programs for the nationwide advocacy group, Cantu said the language barrier causes an array of ills in the criminal justice system.

She said a Spanish-speaking offender may have problems meeting terms of probation because of the need to speak English on the job. A prison may offer plenty of vocational courses — but none of them in Spanish. Or the lack of good interpreters in the parole system may mean "the Hispanic prisoner's stay in prison may be unfairly extended," Cantu said.

The corrections system is a mirror of society as a whole, she said. Problems caused by the language barrier in the courts, jails, prisons, probation and parole "are the price we are paying for poor social and poor educational systems," she said.

"The language barrier does seem to exclude Hispanics from many, if not all, of the reform programs — vocational education, counseling, substance abuse rehabilitation, and others."

You may hear a lot more about these kinds of problems. As the fastest-growing U.S. minority — projected to total 35 million out of 280 million Americans by the year 2000 — Hispanics are playing a bigger role in all facets of American life. That includes the corrections world.

Of the 35,000 prison inmates in New York, 26 percent are Hispanic. Of the 37,700 inmates in Texas, about 19 percent claim family origin in one of the 30 Latin American countries, Spain and Portugal.

A Hispanic inmate was the plaintiff in the landmark 1979 Texas case, Ruiz v. Estelle, that resulted in a $1.5 billion prison reform program there.

The Spanish-speaking influence is already big in New York, Florida and the Southwest. State corrections officials in those areas say bilingualism is so ingrained in their systems that the language barrier doesn't exist.

"We don't have any problem with it," said Joe Bowlin, chairman of the New Mexico Board of Parole. "We all speak Spanish."

Sgt. Tim Peters of the operations and planning unit of the Los Angeles County Jail System said the large percentage of Spanish-only inmates among the 18,000-inmate population poses no "gross problem," thanks to staff fluency. "I think we're handling it pretty well because of our recruitment policies," Peters said. Deputies who speak Spanish are rewarded with higher pay.

In Arizona, where ¼ of 7,752 inmates are Hispanic, many facilities offer their orientation programs in both Spanish and English and some of the vocational teachers are bilingual.

Jerry Sylvia, public information specialist with the Colorado Department of Corrections in Colorado Springs, said, "In the 27 years I've been working in prisons in California, Arizona and Colorado, I've come across maybe five (inmates) who absolutely could not speak English."

A Federal Correctional Institution in Littleton, Colorado, reports more problems dealing with the languages of Apache and Hopi inmates than Hispanic ones. Art Espinoza, executive assistant to the warden, said, "Most of them already know a lot of English. They have to, to be able to survive out in the border towns."

He was among those who said that the language barrier probably is worse in the facilities which house illegal aliens, or in states with relatively small Hispanic populations that don't have programs in place to overcome problems.

A Hispanic leader in Omaha, Nebraska, agrees. Pat McKee-Velasquez, director of the Chicano Awareness Center in a city with 2 percent Hispanic population, said he knows of several Hispanic inmates

Susan Darst Williams is a free-lance writer living in Omaha, Nebraska.

by Susan Darst Williams

now in Midwestern prisons who have few ways to bridge the communications gap. The inmates struggle unnecessarily and are "harassed," Velasquez said.

"Often, such a person has no family here. It's a bad situation for anybody," he said. "There's a tendency (by prison officials) to treat them like children. For a people like us, who have a culture that really stresses dignity and self-respect, it's hard to just eat that."

In another Midwestern state, the Hispanics don't just put up with it. MALDEF's Ms. Cantu said MALDEF is in court against the State of Michigan, demanding that vocational courses be offered in Spanish. The suit already has prompted the state to start offering "English as a Second Language" courses in its prisons, she said.

As the Michigan case shows, the Hispanic influence is not an isolated phenonmenon. While cities and states with large Hispanic populations may be better equipped to deal with the language barrier than are lesser Hispanic populated areas, the types of problems encountered are often the same. In interviews, professionals in the criminal justice system across the country listed many examples of problems that come when the jailers and the jailed don't speak the same language:

— **Rule violations** are sometimes committed by offenders who would have complied if they had understood what was expected of them. Said Charles Brown, public information officer of the Texas Department of Corrections: "Give him an order to do something and he misinterprets it. He gets an infraction. It could cost him some time."

— **Confusing differences between legal systems** in the United States and the offender's country of origin. Sam Jimenez, regional supervisor for the Contra Costa County, California probation department, said:

"In Mexico, things are pretty simple. Here, it's very hard to explain how the judicial system works and the purpose of probation. If they plead guilty, they don't understand why they have to make so many appearances in court. Jurisdictional hearings. Dispositional hearings. Since we don't have nearly the number of deputies who can speak Spanish, many defendants will bring somebody to speak for them, and usually that person is not capable of understanding the legal aspects, either."

— **Staff frustration.** "Now I ask you," said Amanda Duffy Randall, former deputy director of a state residential correction facility in Council Bluffs, Iowa, "How do you go about telling an inmate who doesn't understand English, 'I want you to take urinalysis for drugs.'"

"Compadre" programs are successful in several states, including New York and Texas. Bilingual inmates are set up as peer counselors for non-English speaking inmates.

— **Bilingual prisoners preying** upon non-English speaking inmates. Kush Yusuff, education specialist with the Federal Bureau of Prisons in Washington, said the first English words she taught non-English speaking inmates in her former job at the federal institution in Morgantown, West Virginia were strictly practical: "How to survive on the compound. Life skills. What you need to know. How to ask for things and communicate what you want to say and do."

— **Underestimating the offender's abilities.** According to Petrita Hernandez-Rojas, education director of the New York State Department of Correctional Services, a Hispanic inmate was mistakenly labeled "retarded" because of his halting English. He later became class valedictorian.

— **Foul-ups in court because of poor interpretation.** Ms. Cantu of MALDEF says "horror stories" abound of mistakes in translating testimony. Only 262 persons have passed court interpreter certification requirements of the Administrative Office of the U.S. Courts, said Jon Leef, director. Twenty states don't even have one certified interpreter, he said. One hang-up may be the cost: Leef said the going rate for interpreters is $175 a day or $90 a half-day. Even so, the legal data base contains many cases from around the country — Idaho, California, Florida, Missouri — in which the translations were challenged. The National Law Journal has quoted Carlos A. Astiz, political science professor at the State University of New York at Albany, as saying that it would be possible to win a new trial for 95 percent of those convicted who are non-English speaking. The basis? Bad court interpreting that denied them due process.

— **Finally, for various reasons, offers of help from outside the criminal justice system may be rebuffed.** For example, the 100,000-member League of United Latin American Citizens (LULAC) recently gave up on attempts to form LULAC councils behind bars after chilly receptions from corrections administrators who cited security concerns, LULAC executive director Joe Trevino said from Washington. Trevino said, "I think it's in the general interest of the penal community to have communication that's a two-way street. I guess they disagreed."

Yes, on the down side, you could say that Justice is blind — and She can't hear the Hispanics. But, you could also say that a whole lot of people with the power to do something about the problem are doing more than listening:

— Many of the 2,000 volunteer interpreters on call to the Los Angeles County Probation Department speak Spanish. The L.A. department's community affairs officer, Susan Turner, estimates 10 percent of the 60,000 people on probation speak only Spanish. A "fair" percentage of probation officers are bilingual, she said. But with caseloads of up to 300 clients per officer and frequent instances in which defendants, victims and witnesses all speak no English, probation officers would be sunk without interpreting help, she said. Volunteers were recruited through broadcast public service announcements, volunteer agencies, and colleges and universities, she said.

— "Compadre" programs are successful in several states, including New York and Texas. Bilingual inmates are set up as peer counselors for non-English speaking inmates. The counselors focus on psychological adjustment to prison.

— Florida corrections' spokesman David Skipper said that while staff members in South Florida commonly speak Spanish and try to teach English to inmates, the system has enjoyed more success from its inmate-to-inmate tutoring program.

— Signs in Texas prisons are bilingual.

— "English as a Second Language" classes are offered at several state facilities as part of their adult education program; a number also offer a range of courses taught by bilingual instructors.

— The Federal Bureau of Prisons is developing a standardized curriculum guide for education programs that include Spanish, Ms. Yusuff said. The Bureau also uses — and recommends — the California Test of Basic Skills, in Spanish, for incoming non-English-speaking prisoners.

— The New York Department of Correctional Services has gone high-tech, with a videotape it will show as "sensitivity training" for its 19,000 employees. The tape features a college professor discussing stereotypes about Hispanics and explaining their culture.

— Many jails and prisons are outfitting their employees with the pocket-sized book, "Conversational Spanish for Criminal Justice Workers," written out of sheer need by two prison employees in LaTuna, Texas.

— Alert, caring corrections professionals are networking constantly to make a difference. Take the Cuban inmate incarcerated in Phoenix, Arizona. His Spanish was different, correctional program supervisor Jack Riddell said. "Nobody could understand him and we couldn't find an interpreter from the private sector. Finally, just by one person talking to another, we found out that an employee in Tucson could speak the Cuban dialect. So we transferred the man there."

Individual commitment seems to be the answer. Take the case of New York, where education director Petrita Hernandez-Rojas will tell you, with pride, that their program for Hispanic inmates is "the best in the country." State Corrections Commissioner Thomas A. Coughlin III set the needs of Hispanic inmates as one of his top priorities and formed a blue-ribbon task force with $360,000 in state seed money to study those needs and act on them.

New York corrections' public information officer, James Flateau, said that results so far have been gratifying. The department ordered bilingual examinations; scores "automatically" went up, he said. Many Hispanic inmates benefited by being placed in training programs at a higher level than if they had taken the English-only test, he said.

Three vocational programs — small-engine repair, oil burner repair, and plumbing and heating — are taught in Spanish, thanks to a $60,000 federal grant.

A $500,000 pilot project, a Hispanic ombudsman program, is starting in New York facilities with the most Hispanics. The ombudsmen will play a part in contact between inmates and administration, at disciplinary hearings and in advocating services.

An affirmative action program is under way to build minority representation on the corrections staff.

Ms. Hernandez-Rojas said a successful meeting in May of Coughlin's

Resources to Help Overcome the Language Barrier:

* 38-page booklet, *"Conversational Spanish for Criminal Justice Workers,"* $1 single-copy price, bulk rates as low as 75 cents each for orders of 100 or more. Contact Publications, P.O. Box 81826, Lincoln, NE 68501. 402/464-0602.

* Copy of the *Hispanic Needs Task Force Action Plan.* New York State Department of Correctional Services, Attention Petrita Hernandez-Rojas, Campus Building No. 2, Room 315, Albany, NY 12226. 518/457-1980.

* To find a certified court interpreter, contact the Administrative Office of the United States Courts, Room 776, Washington, DC 20544. 202/633-6000.

* To help start a unit of the League of United Latin American Citizens for Hispanic inmates, contact LULAC, 400 1st St., N.W. Suite 721, Washington, DC 20001. 202/628-8516.

task force did much to uncover the needs of Hispnaic prisoners. This fall, the task force — with representation from federal, state and local government as well as doctors, lawyers and community leaders — will draft an action plan.

She said the study identified key Hispanic needs in counseling in alcoholism, substance abuse, sex abuse and suicide, as well as pre-release counseling services and sensitivity training for staff.

Is all of this worth it?

Ms. Hernandez-Rojas thinks so. "I've seen people come into our system unable to say a word in English, and they go on to graduate from college. Several are working in our system right now, helping other inmates."

"These are the little victories that nobody talks about."

As more Hispanics gain seats in state legislatures and in criminal justice leadership positions. the record will improve, she said. For instance, Ramon Rodriguez just became New York's first Hispanic parole chairman. His first priority: increasing staff so that caseloads can be more manageable to cope with the language problem that is often heaped on top of many more.

Of course, it's not all gloom and doom. Back in Colorado, corrections official Jerry Sylvia told a story that should make you smile — in any language.

"I was a young correctional officer working in Chino, California, in 1958 or '59," Sylvia said. "I was a first assistant, working graveyard, minimum security in an old Army-type barracks."

Security was substantial, he said.

But one night, the staff was making its count, and turned up one over.

They recounted twice.

Finally, Sylvia said, they turned on the lights and started pulling the covers off the beds to track down the discrepancy.

Sylvia said, "I pulled off a blanket and there was this young man saying, 'No Ingles.'"

Sylvia said the man turned out to be a Mexican national who saw the barracks and thought it was a labor camp — a good place to hide.

"I believe the headline read, 'Person Escapes Into Prison,'" Sylvia said.

INTER ALIA

Gang Violence Erupts in Texas and California

The violent deaths of seven inmates in Texas prisons during September pushed prison deaths in that state this year to a record 27. According to director Lane McCotter, officials suspect the recent deaths were carried out by two gangs, the Texas Syndicate and the Mexican Mafia. The violence had no specific cause, said public information director Phil Guthrie, but followed increased tension and hostility between the Hispanic factions. By month's end, things were back to normal in the Texas prison system, with only 3,000 more inmates locked-down than normal, Guthrie said. The additional lock-downs are primarily for evaluations of custody levels.

Also last month, violence in the Soledad State Prison in California resulted in injury to six guards and 25 inmates. Officials indicate that the disturbance began as a fight between Hispanics from Northern California and Southern California.

New Criminal Justice Education Directory Forthcoming

A new *Directory of Criminal Justice, Criminology and Law Related Education* will provide detailed information on criminal justice programs at nearly one thousand schools.

The directory will include the name, address and chair of the institution; departmental characteristics; faculty characteristics; degrees offered; and course offerings. Both undergraduate and graduate programs will be covered.

Prepared by Charles P. Nemeth, professor at Glassboro State College, the project is supported by a grant from the State of New Jersey, Glassboro State College, the Northeastern Association of Criminal Justice Sciences, and the Academy of Criminal Justice Sciences. Anderson Publishing Company will publish and distribute the directory.

Although a price has not been established, Anderson will reserve copies for interested parties who order in advance. Contact: Anderson Publishing Co., P.O. Box 1576, Cincinnati, OH 45201.

State	Basic literacy programs	No. of inmates in literacy programs, 1984	Outside volunteers used in literacy	Inmates tutor other inmates	Adult Basic Education (ABE) programs	No. of inmates in ABE, 1984	GED prep & testing offered	No. of inmates complete GED, 1984	Total $$$ allocated educational programs; % of budget
ALABAMA	Yes	125	No	No	Yes	233	Yes	231	No specific allotment is marked for education; specific funding is channelled through Special Education Fund
ALASKA	Yes	Included in ABE	Yes, Anchorage Literacy Project (Laubach), Fairbanks Literacy Project	Yes	Yes	946 (includes literacy students)	Yes	128	$950,000; less than 1%
ARKANSAS	Yes	40-50	Yes, Laubach groups train tutors	Yes	Yes, (we are a public school which is the same as ABE)	1,000-1,1000	Yes	343	$35,698 allocated by the State, which is 0.8% of the department's total budget $672,027 allocated by the Federal Government and other sources
CALIFORNIA	Yes	Approx 2,500	No	Yes	Yes	Approx 3,000	Yes	70	Approx $26,000,000 (includes staff, operating, administrative); 2.9%
CONNECTICUT	Yes	Approx 400	Yes, Literacy Volunteers of America	Yes	Yes	Approx 2,800	Yes	387	$4.2 million
DELAWARE	Yes	54	Yes, Literacy Volunteers of America	Yes	Yes	665	Yes	74	$650,000; 1%
FLORIDA	Yes	Approx 600 students (year) 400 tutors (year) 5,000 hours per month	Yes, Literacy Volunteers of America as tutor trainers	Yes	Yes	Over 4,000 inmates were enrolled during any one month during 1984; we don't have an unduplicated count on the total participation for the year	Yes	1,976 in 1983-84 year ending 6/30/84	Approx $10 million; 4%
GEORGIA	Yes	3,000	No, (not routinely)	Yes, (serve as teacher aides)	Yes	5,000	Yes	1,000	N/A
HAWAII	Yes	N/A	Yes, Laubach Volincor, Foster Grand parents	No	No	–	Yes	N/A	N/A
IDAHO	Yes	75	No	Yes	Yes	338	Yes	138	Of state dollars $200,850; 35% – an additional $295,000 for education from federal sources
ILLINOIS	Yes	Included in ABE	–	–	Yes	15,067, (includes literacy)	Yes	1,568, (1,443 adults, 125 juveniles)	$13,698.1; 3.9%
INDIANA	Yes	1,818	Yes, Laubach	No	Yes	1,422	Yes	483	$4,481,850; percentage of total operating budget unknown
IOWA	Yes	Included in ABE	No	Yes	Yes	670	Yes	286	$1,227,417; 2.38%
KANSAS	Yes, offered within ABE	Included in ABE	No	No, (there are inmate tutors but they are not specifically trained for this purpose)	Yes	Approx. 475	Yes	335	N/A
KENTUCKY	Yes	72	Yes, Laubach	Yes	Yes	395, (part time 6 hrs week, night); 1,041, (15 hrs week, day)	Yes	389	$852,551 (ABE/GED); $35,000 (college); $1,051,600 (vocational); adult institutions operations budget $45,450,026; 4.27%
LOUISIANA	Yes	312 (average monthly enrollment, includes special education & Chapter 1 programs)	No	No	Yes	273 (average monthly enrollment)	Yes	278	Approx $1.5 million; 1.2%
MARYLAND	Yes	Approx 875	No	Yes	Yes	1,737* May 1, 1984 enrollment, (*enrollment turnover generally 3 times/year)	Yes	521	$4.7 million, (we operate under Department of Education independently of Division of Correction budget)
MINNESOTA	Yes	650	Yes, Minnesota Literacy Council (Laubach), Literacy '85	Yes	Yes	410	Yes	210	$1,000,000; approx 8%
MISSISSIPPI	Yes	624, (includes GED)	Yes, Catholic Sister	No	Yes	624, (includes GED)	Yes	85 (out of 93 tested)	Approx $276,000 for ABE
MISSOURI	Yes	135	Yes	Yes	Yes	1,958 (level I)	Yes	563	$2,246,104; 2%
MONTANA	Yes	10	No	Yes	Yes	318	Yes	20	$488,573 (includes operations & salaries); 3.85%
NEBRASKA	Currently being established	–	–	–	Yes	350 (includes GED)	Yes	200	$938,103
NEVADA	Yes	Approx 200	No	Yes	No	–	Yes	N/A	N/A
NEW YORK	Yes	5,000 annually	Yes, Literacy Volunteers of America	Yes	Yes	3,600 annually	Yes	2,858	Approx $30 million
NORTH CAROLINA	Yes	2,000	No	Yes	Yes	2,500	Yes	587	$4,370,041; 2%
NORTH DAKOTA	Yes	52	No	No	Yes	120	Yes	122	$142,000; 8.5%

[illegible] the Nat[illegible] for Correctional Professionals [illegible] Center)

State	Basic literacy programs	No. of inmates in literacy programs, 1984	Outside volunteers used in literacy	Inmates tutor other inmates	Adult Basic Education (ABE) programs	No. of inmates in ABE, 1984	GED prep & testing offered	No. of inmates complete GED, 1984	Total $$$ allocated educational programs; % of budget
OHIO	Yes	1,848	Yes, Project Learn, JCARP, Literacy Volunteers of America, Newspapers in Education	Yes	Yes	4,470	Yes	1,001	$3,300,726 (includes federal & state funds)
OKLAHOMA	Yes	1,411	Yes, Literacy Volunteers of America, Laubach	Yes	Yes	1,411	Yes	560	$2,771,482
OREGON	Yes	Approx. 300	Yes, Oregon Literacy, Inc. (Laubach)	Yes	Yes	Approx. 300	Yes	270	$2,477,408, 5.10%
PENNSYLVANIA	Yes	N/A	Yes, Laubach	Yes	Yes	753 (average per prison)	Yes	N/A	$5,000,000
RHODE ISLAND	No, however plans under way to begin in the fall	–	No	Yes	Yes	Approx. 350	Yes	104	$450,000
SOUTH DAKOTA	Yes	150	No	No	Yes	150	Yes	80	$393, 425, 5%
UTAH	Yes	400	No	Yes	Yes	200	Yes	65	$200,000
VERMONT	Yes	Approx. 400	Yes, corrections volunteers	No	Yes	Approx. 200	Yes	50	Approx. $[illegible]; 1.8%
VIRGINIA	Yes	512	Yes, Literacy Volunteers of America	Yes	Yes	3,500	Yes	645	Dept. of Correctional Education $8.8 million – separate from Dept. of Corrections, so is not represented in that budget
WASHINGTON	Yes	Included in ABE	Yes	–	Yes	519 (includes literacy)	Yes	N/A	$5,015,704
WEST VIRGINIA	Yes	38 tutors trained, approx. 80 students served	Yes, Literacy Volunteers of America	Yes	Yes	800 (includes adults, juveniles & GED)	Yes	276 (adults & juveniles)	$868,015, 4.4%
WISCONSIN	Yes	–	Yes, Laubach	Yes	Yes	–	Yes	–	–
FEDERAL BUREAU OF PRISONS	Yes	9,364	Yes Literacy Volunteers of America, Laubach, tutors from community	Yes	Yes	Included in literacy – programs are one in the same	Yes	2,938	$23 million, 3.4%
GUAM	Yes	7	No	No	Yes	15	Yes	None	None budgeted from DOC – funds are federal from Guam Community College

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Elkins
Draft 11/1/85, p. 8

Gary Hill, Contact
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APPENDIX E

Funding Re

NACAE
NATIONAL ADVISORY COUNCIL ON ADULT EDUCATION

October 4, 1985

Dear Ms. Elkins:

Upon receipt of your letter and questionnaire dated September 27, I rang the Department of Education seeking information as to the total amount of dollars spent on Adult Education by all departments/ agencies within the Federal government.

When I was advised that the data you requested was unavailable, but a study is about to commence, I contacted Anabel Newman direct.

I do enclose, however, a few statistics covering 1980 and 1985 funding by the Department of Education only. I trust these figures will be helpful to you.

Sincerely,

Lynn Ross Wood

Lynn Ross Wood
Executive Director

Ms. Hope Elkins
Coalition for Literacay Evaluation
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APPENDIX F.1
Study, McGrail (1984)

ADULT ILLITERATES AND ADULT LITERACY PROGRAMS:

A SUMMARY OF DESCRIPTIVE DATA

Janet McGrail

NATIONAL ADULT LITERACY PROJECT
FAR WEST LABORATORY

ADULT ILLITERATES AND ADULT LITERACY PROGRAMS:
A SUMMARY OF DESCRIPTIVE DATA

Janet McGrail

National Adult Literacy Project
a joint project of

Far West Laboratory and The NETWORK, Inc.

1984

The work upon which this publication is based was performed pursuant to Contract No. 400-83-0056 of the National Institute of Education. It does not, however, necessarily reflect the views of that Agency.

PREFACE

The National Adult Literacy Project (NALP), sponsored by the National Institute of Education, is one component of the President's Initiative on Adult Literacy. The Initiative is designed to promote collaboration between the public and private sectors in order to offer literacy instruction more effectively and economically to the many adults who need and want it.

Work on NALP was begun in September 1983 by the Far West Laboratory for Educational Research and Development (FWL) in San Francisco and The NETWORK, Inc. in Andover, Massachusetts. Research, development, dissemination, and policy analysis activities were undertaken in the project to contribute to meeting the need for improved adult literacy policies and practices. This report presents the results of one of these activities.

The author would like to acknowledge Renee S. Lerche of The NETWORK, Inc. for assistance in data collection, John W. Thomas of Far West Laboratory for comments on a draft version of this report, and Bonnie Lurie for all word processing.

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INTRODUCTION

During the past several years, increased attention and resources have been focused on combatting the problem of adult illiteracy in this country. Institutions, organizations, and groups within the public and private sectors have funded, designed, and operated a variety of programs to teach literacy skills.

At the same time, "adult literacy" has emerged as a field within, but separate from, "adult education." The field of adult literacy, however, is less well developed than are programs designed to teach literacy. No professional associations or journals are devoted exclusively to adult literacy, few research or evaluation efforts have been conducted, and documentation of the work that has been done is limited. Even the most basic questions about adult illiterates and literacy programs remain to be answered completely and accurately:

- How many adults in this country are illiterate?
- What are the characteristics of adult illiterates?
- What programs are currently working toward combatting the literacy problem?
- What are these programs like?
- How many illiterates are taking part in and benefitting from literacy programs?

Answers to questions such as these would not only contribute to the field of adult literacy by providing a common knowledge base, but would also help in planning and conducting literacy programs.

The objective of the work reported here was to determine the extent to which answers to basic questions about illiterates and literacy programs could be provided by summarizing existing data. As a first step, several hundred documents were identified through a review of available literature and contacts with individuals representing governmental agencies, professional associations, and literacy programs. Some documents were widely circulated, but most were documents with limited circulation--in-house reports, manuscripts prepared for journal submission, papers presented at professional meetings, newsletters, and memoranda. As documents were obtained, they were reviewed for information that could help to answer the questions posed above, and for references to other documents that might provide useful information.

Only the most up-to-date, valid information contained in the documents reviewed was selected for inclusion in this report. Some information was excluded because it was so out of date as to provide a distorted picture of illiterates and literacy programs in the 1980's. Other information was discarded because it was "suspicious" (e.g., the source was not clear, the data were inconsistent with other findings, arithmetic or typographical errors were obvious).

In the next section, data on the number and characteristics of adult illiterates are summarized. A summary of data on literacy programs follows. Conclusions are then drawn about the extent to which basic questions about illiterates and literacy programs can be answered using available data, and recommendations made for future work.

ADULT ILLITERATES

In this section, available data are summarized on the number of adult illiterates in the United States and on the characteristics of the illiterate population. The data are from a variety of sources. Three sources are used extensively:

- Ongoing surveys of the Bureau of the Census.
- The Adult Performance Level (APL) Study, conducted by the University of Texas at Austin from 1971 through 1975.
- The 1970 Survival Literacy Study and the 1971 follow-up study conducted by Louis Harris and Associates, Inc.

Number of Adult Illiterates

Studies of illiteracy conducted in the 1970's and 1980's focused on adult populations differing in age and other characteristics. These studies also used different ways of defining literacy and determining who among the target population was literate or not according to the definition adopted. Even so, there were similarities in the results obtained:

- 24 million people age 25 and over (18% of the total population in this age range) were classified as illiterate, or educationally deficient, by the National Center for Education Statistics (NCES), using as the definition of illiteracy the completion of less than 9 years of school as determined in the 1980 Census (NCES, 1984). The figure rose to 45 million (34%) when illiteracy was defined as less than 12 years of school.
- 23 million people age 18 through 65 (20% of this age range) were judged to be functionally incompetent in the Adult Performance Level Study (1977), based on their performance on indicators "that require individuals to employ communication skills, computation skills, problem solving and interpersonal relations skills in a variety of adult-related situations" (p. 12).
- 18.5 million people 16 years of age and older (13%) were found to be functionally illiterate in a survey by Louis Harris and Associates, Inc. (1970) in which

literacy was defined as the ability to fill out application forms for such common items as a Social Security number, a personal bank loan, Public Assistance, Medicaid, and a driver's license.

- 21.1 million people 16 years and older (15%) were found to "suffer from serious deficiencies in functional reading ability" or require "serious effort . . . to respond to the printed word in real-life situations" (p. 57), according to the results of a later Louis Harris and Associates (1971) study of functional literacy.

Studies have also been conducted of illiteracy among special groups within the general adult population. Sticht (1982), for example, reported that 5.6% or 18,006 Armed Forces enlistees in 1981 had reading grade levels between 5.0 (fifth grade) and 6.9 (ninth month of sixth grade). One-third or 107,610 scored between 7.0 and 8.9, 33.4% or 111,415 between 9.0 and 10.9, and 26.7% between 11.0 and 12.9. Sticht's conclusion was that "reading levels of military accessions are now approximately the same as the young population from which the military recruits. . . . However, as in the civilian world, many military recruits are low in basic skills" (p. 51). Gold (1984) reported on illiteracy in penal institutions. She noted that, according to the Bureau of Justice, 425,678 inmates were in state and federal prisons in August 1983. Sixty-one percent or nearly 260,000 of these individuals had less than a high-school education; of this group, 26% had 8 years of education or less.

Based on the findings reported here, it can be concluded that over 20 million adults are illiterate. If high-school completion is accepted as the definition of literacy, then the number of illerates swells to 45 million.

Characteristics of Adult Illiterates

Adult illiterates come from every conceivable demographic group. However, illiteracy tends to be more common among certain groups than others. Groups with high rates of illiteracy are:

- The old.
- Minority groups.
- The poor.
- The unemployed (or those employed at low-skill jobs).
- Residents of the South and rural areas.

These five groups are not discrete. In fact, the overlap is considerable. Members of one group are commonly members of one or more other groups. As examples, the old are frequently poor, and minorities are often poor and unemployed.

The Old

Both grade-completion data from the Bureau of the Census surveys and competency-level data from the APL and Harris studies support the notion that illiteracy is high among the elderly. Bureau of the Census data for 1982 reported by NCES (1984) revealed that 39.4% of the 65-and-over age group had completed less than 9 years of school, compared to 13.5% of the 35-64 group and 4.4% of the 25-34 group. A similar trend was apparent in data for the completion of 12 years of school: 55.9% of the 65-and-over group had completed less than 12 years, compared to 27.9% of the 35-64 group and 13.7% of the 25-34 group.

In the APL study, 35% of adults age 60-65 were estimated to be functionally incompetent, the highest percentage among the five age groups studied. The lowest percentage of illiterates was found among the 30-39 age group (11%). The percentage for the youngest group (18-29) was only slightly higher.

In the 1970 Harris study, the oldest group (50 and over) proved to be the most deficient in reading ability, with an illiteracy range of 5-17%. The 16-24 age group was the most literate; the range for this group was 1-9%. The 25-29 and 30-49 groups had an identical illiteracy range of 2-11%. Similar results were obtained in the 1971 Harris survey.

Minority Groups

Illiteracy tends to be much more common among minority groups than among whites. For example, as reported by NCES (1984) based on 1982 Census data, the percentage of whites 25 years of age and older completing less than 9 years of school was 14.7, compared to 24.7 for blacks and 40.5 for Hispanics. The percentage of whites completing less than 12 years of school was 27.2; for blacks the percentage was 45.1 and for Hispanics, 54.1.

In the APL study, less than 20% of the whites were estimated to be functionally incompetent, while more than 40% of the blacks and of Spanish-surname groups were estimated to be so. Both the 1970 and 1971 Harris studies resulted in striking differences between whites and blacks, with the range of illiteracy much higher among the black population.

Many minority-group individuals who are deficient in literacy skills are also lacking in language skills. According to 1980 Census data summarized by NCES (1984), 2.2% of the total population 18 years old and over (3.6 million people) reported speaking English not well or not at all. Although the percentage was less than 2 in most states, it was at least twice that in California, Hawaii, New Mexico, New York, and Texas.

The most significant percentage of non-English or limited-English speakers is found in the various Hispanic communities, including Mexican-Americans, Puerto Ricans, Cubans, and Central and South Americans (Bliss, 1984). Fourteen percent of Hispanics age 21 and older speak only Spanish; another 29% normally use Spanish. Although most Hispanics experiencing difficulty with the English language are foreign born, "it is still estimated that up to 25% of Hispanic-Americans born in the United States may have difficulties with English" (Bliss, 1984, p. 2).

The Poor

There is a strong tendency for illiteracy to be high among the poor. Of those persons 22 years of age and older who completed 5 years or less of school, 35.2% had incomes below the poverty level, according to 1981 Bureau of the Census data (NCES, 1984). As number of years of education rose, the percentage below the poverty level steadily decreased; for persons with one year or more of college, the percentage of poor was a substantially lower 5.2%.

Additional Bureau of the Census data for 1981 (NCES, 1983) support the relationship between literacy and income. For men 25 and older with less than 8 years of school, the average annual income was $9,017. With 8 years of school, the income was $11,376. Men who completed 1-3 years of high school earned $13,650, on the average. Those who completed 4 years of high school had an average annual income of $18,139, over twice that of men with less than 8 years of school.

In the APL study, 40% of those individuals reporting a poverty income were classified as functionally incompetent, compared to only 8% of those individuals with incomes of $15,000 or greater. In the 1970 Harris study, the range of illiteracy among individuals with incomes less than $5,000 was 5-18%, higher than that for the $5,000 to $9,999 group (2-13%), $10,000-14,999 group (2-10%), and the $15,000 and over group (1-7%). In the 1971 Harris study, income level was also found to be related to reading ability, with the most significant break between those earning less than $5,000 and those earning more.

The Unemployed

As might be expected, illiteracy is higher among the unemployed (or those employed in low-skill jobs) than among the employed. NCES (1982) reported previously unpublished Bureau of Labor Statistics data showing that in 1980 the unemployment rate was 8.5% for individuals 18 years old and over with 8 years or less of school and

11.3%* for individuals with 1-3 years of high school. In contrast, the unemployment rate for high-school graduates was 6.5% and for college graduates, 2.0%.

In the APL study, 36% of those unemployed were estimated to be functionally incompetent, compared to 15% of the employed. No findings related to employment were reported in either of the Harris studies.

Residents of the South and Rural Areas

older Nat'l South

18.3 <

33.5 <

Illiteracy among individuals who reside in the South is higher than among individuals in other parts of the United States. Evidence of the high rate of illiteracy in the South can be found in 1980 Census data summarized by NCES (1984) on the percentage of people age 25 and older in each state who completed less than 9 years of school. The percentage in 19 states was higher than the national average of 18.3%; over one-half of these states are in the South. Data by state on the percentage of people completing less than 12 years of school reveal a similar trend. Most of the 18 states with percentages higher than the national average of 33.5% are also in the South.

It should be noted that states with the largest numbers of people not completing 9 or 12 years of school are not in the South. For the most part, they are states with the largest populations (e.g., California, New York).

16% 25

APL data provide additional evidence of the high rates of illiteracy in the South. As noted in the final report, "while all other regions of the country are estimated to have about 16% functionally incompetent adults, in the South, there are approximately 25%" (p. 38).

East 4- 14%

Results of the Harris studies indicate the intensity of the illiteracy problem in both the South and the East. In the 1970 study, the South had the highest range of functional illiteracy (4-15%), followed closely by the East (4-14%). In the 1971 study, people in the East and South scored slightly lower than in the Midwest and West.

Illiteracy also tends to be more common among residents of rural areas than of urban or suburban areas, according to Census,

al > urban or suburban

---

*Data showing a higher unemployment rate among high-school dropouts than among individuals with less education were reported earlier by Hunter and Harman (1979) and two possible explanations offered for this unexpected finding: (1) many individuals with less than 8 years of school are not in the labor force at all, and (2) the on-the-job experience gained by early dropouts may offset the disadvantage of a lack of formal education.

APL, and Harris data. Based on 1976 Bureau of the Census data, Hunter and Harman (1979) reported that "in rural areas only about 46 percent complete high school, whereas in suburban areas, the percentage is 70; in central cities, 61" (p. 33). They also noted that "over 15 percent of adults in rural areas have not even completed grade school. . . . Of the total suburban population, only about 7 percent have not completed grade school" (pp. 33,36). In the APL study, the greatest percentage of functionally incompetent adults was in rural areas. Similarly, in both Harris studies, the range of functional illiteracy was highest among residents of rural communities.

Summary

- Over 20 million adults in this country are illiterate by commonly accepted definitions, according to studies of the 1970's and 1980's. If all adults who did not complete high school are included in the population considered to be illiterate, then the number of illiterates rises to 45 million.
- Adult illiterates come from every demographic group. Groups with high rates of illiteracy include the old, minority groups, the poor, the unemployed (or those employed at low-skill jobs), and residents of the South and rural areas.

ADULT LITERACY PROGRAMS

Available data on adult literacy programs are summarized in this section. Programs aimed primarily at teaching basic literacy skills--the reading, writing, and communication skills needed to function in today's society--are discussed first. These programs include the State-Administered Program of the Adult Education Act, volunteer programs, community-based programs, and programs in correctional institutions. Programs designed to teach the basic skills required to perform the job or task requirements of a particular environment are then discussed. Military programs, programs in business and industry, federal occupational training programs, and programs at colleges and universities are in this latter group.

For each of the program areas, available information is presented on:

- Program characteristics, such as goals, target audience, level and source of funding, number and characteristics of administrative and instructional personnel, and frequency and location of classes.
- Number of participants/programs.
- Participant characteristics, such as age, sex, race/ethnicity, employment status, and area of residence.
- Characteristics of participation, such as persistence in the program, reasons for separation, and achievement gains and other benefits derived from the program.

State-Administered Program of the Adult Education Act

Program Characteristics

Since 1965, direct federal support for adult literacy has been provided primarily by the Adult Education Act (Public Law 91-230, as amended), principally through the State-Administered Program. The Act and the State-Administered Program it authorizes have as their purpose:

- To expand educational opportunities for adults and to encourage the establishment of programs of adult education that will:

-- Enable all adults to acquire basic skills necessary to function in society.

-- Enable adults who so desire to continue their education to at least the level of completion of secondary school.

-- Make available to adults the means to secure training that will enable them to become more employable, productive, and responsible citizens.

Adults eligible for participation in the State-Administered Program are those 16 years of age and older who:

- Lack sufficient mastery of basic educational skills to enable them to function effectively in society or who do not have a certificate of graduation from a school providing secondary education and who have not achieved an equivalent level of education.

- Are not currently required to be enrolled in school.

The State-Administered Program is not a single, uniform program but three distinct programs responding to the needs of three distinct groups in the population. The three programs are:

- Adult Basic Education (ABE).

- Adult Secondary Education (ASE).

- English as a Second Language (ESL).

The titles of these programs give the impression that the distinctions between them are clear. Such is not the case, either in available descriptive information or in actual program operations. As an example, the Business Council for Effective Literacy (BCEL) Newsletter for September 1984 includes a description of "ABE: The Largest Program." What is actually described is ABE, ASE, and ESL. Development Associates (1980), in its widely acclaimed evaluation report, noted a similar confusion in the programs themselves: "[In some projects] all students were considered to be enrolled in ABE, even some who spoke no English and others who were about to be examined for their GED" (p. 48). In reviewing information presented here and elsewhere about the State-Administered Program, this confusion among program components should be kept in mind.

The State-Administered Program is operated primarily through formula grants to the 50 states and the District of Columbia.*

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*Commonwealths and territories also receive funds but, with the exception of Puerto Rico, the funding pattern differs.

State education agencies make project funding decisions based on proposals submitted by local education agencies and public or private nonprofit agencies. Ten percent of the total cost of any program must be covered by the state agency, with up to 90% covered by federal funds allocated to the state. A limit of 5% is placed on state administrative costs.

Federal allotments for ABE/ASE/ESL programs totalled $100,000,000 in fiscal year 1981 (U.S. Department of Education 1983a). Allotments for fiscal years 1965 through 1981 were $978,223,292. State and local matching funds during the same period added to over $600,000,000, even though only a 10% match is required.

From the same source come data indicating that paid personnel in ABE/ASE/ESL programs in 1981 numbered 57,000. Of these personnel, 72.5% were part-time. Of the total staff of 57,000, 78.8% were teachers. The remainder were paraprofessionals (9.8%), local administrative and supervisory personnel (6.9%), counselors (3.8%), and state administrative and supervisory personnel (.7%). The participant-teacher ratio was 50:1; the participant-counselor ratio was 1,043:1. Reports for 1981 from 40 states (with 35% of the total participants) show that 5,591 volunteers served as teachers, 282 as counselors, and 2,537 as paraprofessionals.

Earlier data collected by the U.S. Department of Education's Division of Adult Learning and reported by NCES (1981) relate to the scheduling and location of ABE/ASE classes. Of the 85,721 classes reported by states, 58% were held in the evening. Nearly 50% of the participants attended classes in a school building (primarily secondary-school buildings), nearly 25% in learning centers, 10% in institutions, and the remainder in other locations.

Number of Participants/Programs

According to the U.S. Department of Education (1983a), the total number of participants in ABE/ASE/ESL in fiscal year 1981 was 2,261,252. Of these individuals, 1,607,092 (71.1%) were enrolled in ABE/ESL and 654,160 (28.9%) in ASE. As for number of programs, some 14,000 local programs are operating in 50 states (BCEL, 1984).

Participant Characteristics

Of the participants in ABE/ASE/ESL in 1981, the greatest percentages tended to be (U.S. Department of Education, 1983a):

- Minority group members (56%). Of this 56%, nearly equal percentages were Hispanics (22.4%) and blacks (22.2%). The remainder were Asian or Pacific Islanders (10.4%) and American Indians or Alaskan Natives (1.0%).

- Between 16 and 24 years of age (42.3%). A slightly lower percentage (39.2%) was in the 25-44 age range, 12.0% in the 45-59 range, and 6.5% in the 60+ group.
- Women (54.2%).
- Unemployed (46.5%) rather than employed (37.0%) or receiving public assistance.
- Residents of urban areas with high rates of unemployment (54.7%).

Other information on ABE/ASE/ESL participant characteristics reported by the U.S. Department of Education (1983a) includes the following:

- Of all participants, 26.5% were adults with limited English proficiency.
- Institutionalized adults totalled 6.1%.
- In 37 states, 4.8% of the 985,702 participants (or 60,898 individuals) were handicapped.
- In 42 states, 10.2% of the 906,889 participants (or 137,896 individuals) were immigrants.

Characteristics of Participation

In 1981, approximately 900,970 individuals or 40% of the participants left the program (U.S. Department of Education, 1983a). Numerous reasons were given. Some can be viewed as positive (e.g., to take a job, to enter a training program), while others are clearly not (e.g., lack of interest, family problems).

Volunteer Programs

Program Characteristics

Two major volunteer programs operate in this country: Laubach Literacy Action (LLA) and Literacy Volunteers of America, Inc. (LVA). In both programs, volunteers are trained to provide individual literacy instruction.

LLA is the domestic arm of Laubach Literacy International. LLA trains and certifies tutors to teach reading, writing, and English as a Second Language. Training is also offered in the organization and administration of adult literacy programs. Basic literacy skill books published by Laubach Literacy International form the core curriculum, complemented by follow-up materials emphasizing adult survival and coping skills.

Literacy Volunteers of America was formed in 1962 to work toward combatting the problem of adult and teenage illiteracy in the United States and Canada. LVA staff support local tutoring programs by providing assistance in tutor training, materials development, and program management. LVA uses materials developed by its staff, by tutors in local programs, and by commercial organizations.

As reported by BCEL (1984), of the local LLA and LVA programs, only a few have annual budgets as high as $30-40,000. Only three programs have achieved a six-figure budget.

As for staff, about 30,000 volunteers take part in LLA and 15,000 in LVA (BCEL, 1984).

Number of Participants/Programs

According to figures reported by BCEL (1984), LLA operates some 500 tutoring programs in 21 of the 50 states. About 42,000 adult illiterates receive tutoring. LVA operates approximately 200 tutoring programs in 31 states for some 21,000 participants.

Participant Characteristics

Two participant characteristics are suggested by available descriptions of LLA and LVA. First of all, as noted by Hunter and Harman (1979), the "generally middle-class" tutors and teachers trained by the two organizations would possibly have difficulty working with the "stationary poor," defined as "those hard-core disadvantaged adults who feel hopeless about their ability to change their situation and who do not see reading as a means of help" (p. 63). The implication here is that the individuals served by volunteer programs are not the "stationary poor," but rather are individuals who are motivated, for one reason or another, to acquire new skills.

Second, data provided by Bliss (1984) suggest that over 40% of the participants in LLA and LVA are foreign born or at least non-English speaking. According to Bliss, over 45% of the individuals served by LLA and about 42% of the LVA participants receive conversational ESL instruction rather than literacy instruction.

Characteristics of Participation

No data to report.

Community-Based Programs

Program Characteristics

Community-based literacy programs, in contrast to the State-Administered Program and the national volunteer programs, serve a specific geographical area and constituency. Community-based programs are concerned with improvement of the quality of life for an entire community. Thus, literacy is often only one of a number of program goals. Further, literacy is viewed broadly--as economic, social, and political literacy, rather than as a set of encoding, decoding, and computational skills (Association for Community-Based Education--ACBE, 1983).

Other characteristics of community-based programs, as pointed out by ACBE (1983) and Hunter and Harman (1979), include the following:

- Leadership and administration come, at least in part, from their constituencies, including urban blacks, reservation and urban Native Americans, Hispanics, farmworkers, welfare mothers, and other low-income groups.
- Their methods are nontraditional, to meet the needs of those whom traditional education has failed, and learner centered, to help learners meet objectives they set themselves in response to their own needs.
- They are independent organizations, with a flexibility that affiliated institutions may lack.

According to ACBE (1983), funding levels for community-based programs vary, with some programs reporting no funds, only donated time, facilities, and supplies. As for staffing, the use of community personnel and of volunteers seems to be quite common. The setting for instruction is frequently characterized as "nonthreatening," "nonacademic," "familiar," and "accessible."

Number of Participants/Programs

No data to report.

Participant Characteristics

Community-based programs serve primarily individuals at the lowest reading levels (ACBE, 1983). These individuals tend to live in poverty, either in inner-city areas or in rural communities. They are often members of minority groups.

Characteristics of Participation

No data to report.

Programs in Correctional Institutions

Program Characteristics

Literacy programs operate in federal and state prisons, as well as in a few local jails. The programs are primarily volunteer or Adult Basic Education programs.

According to a Program Statement issued by the U.S. Department of Justice (1982), inmates in a federal institution who cannot read, write, or do mathematics at the sixth-grade level are required to attend an Adult Basic Education program for a minimum of 90 days. Wardens are required to establish incentives to encourage inmates to complete the program. Programs are to be coordinated by a member of the prison's education staff. Coordinators are to interview each inmate in the program at least once every 30 days to review progress. At the end of 90 days, the inmate may withdraw from the program without disciplinary action occurring, even if the sixth-grade level of achievement is not attained.

At the state level, literacy instruction varies from state to state and from institution to institution, as revealed in a 1982 survey by Contact Literacy Center reported by Gold (1984). Volunteer programs in state prisons employ methods from one or both of the major volunteer literacy organizations, or they employ their own methods. Adult Basic Education programs offer an array of instructional organizations: large-group instruction, small-group instruction, individualized instruction, or a combination of these three.

An estimated $4,750,000 made available to states through the Adult Education Act was spent on correctional institution programs in fiscal year 1983 (Gold, 1984). Although the Act allows up to 20% of the funds allocated to states to be spent on institutionalized individuals, the $4.75 million figure represents only 5%.

Number of Participants/Programs

According to the 1982 Contact Literacy survey,* some 45,703 inmates participated in literacy and/or Adult Basic Education programs in 1981 (Gold, 1984).

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*As noted by Gold, "information from the survey . . . is general and incomplete" (p. 1).

Participant Characteristics

No data to report.

Characteristics of Participation

An analysis of ABE enrollments and completions in federal institutions only three months after establishment of the mandatory 90-day participation policy provided evidence of positive outcomes (McCollum, 1983). In fiscal year 1982, 43% more inmates enrolled in ABE than in the previous year and 38% more completed the program. A large number of inmates remained in the program after their required 90-day participation was completed.

Military Programs

Program Characteristics

Literacy instruction in the military is provided through programs aimed at improving basic skills so that on-the-job requirements can be met. Each branch of the service establishes its own programs, with different criteria for entry and exit, different assessment devices, and different instructional methods and materials.

Major funds are now being allocated by each of the four branches of the service to the development of literacy instruction targeted to the special needs of military personnel. These curriculum development efforts are becoming more centralized, although day-to-day management of programs is still at the local level.

During fiscal year 1981, over $70,000,000 was spent for basic skills education in the four branches of the service (Sticht, 1982). The cost of Army programs was by far the highest ($57,848,000).

As Sticht also reported, over 95% of the trainees who received basic skills education attended programs designed and delivered by civilian educational institutions under contract to the military.

Number of Participants/Programs

During fiscal year 1981, basic skills education in the military involved more than 220,000 course enrollments* (Sticht, 1982).

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*Enrollments refer to courses enrolled in, not to participants. Number of enrollments is not the same as number of participants, since one participant may enroll in more than one course.

The Army had the largest number of enrollments--over 174,000. Some 161,000 of these enrollments were in the literacy component of the Basic Skills Education Program (BSEP) II. An additional 4,000 or so enrollments were in the ESL component of BSEP II.

Sticht (1982) listed 15 basic skills programs conducted during duty hours in the four service branches. Four additional programs provided recruits with an opportunity to acquire a high-school diploma or its equivalent. According to a 1978 Department of Defense directive, these programs cannot be offered during on-duty time because they are not directly related to military requirements.

Participant Characteristics

Participants varied somewhat in ability level from program to program (Sticht, 1982). According to Duffy (1984), "there appears to be a two tier notion evolving: a 5th or 6th grade level requirement for recruit training and a ninth grade level for all post recruit personnel" (pp. 32-33).

Characteristics of Participation

Attrition was highest for those lowest in basic skills and was more highly related to demands during "academic" as contrasted with "performance" phases of training (Sticht, 1982). However, the majority of the least capable did not drop out from either phase of training.

As for the benefits of participation, Sticht reported that gains in reading ranged from less than one grade level to almost three grade levels, with no apparent relationship of gain to time or resources.

Business and Industry Programs

Program Characteristics

Business/industry involvement in adult literacy, as summarized by BCEL (1984), takes at least three forms: (1) awarding of grants and in-kind support to ongoing literacy programs, often in the community in which the business/industry operates; (2) involvement in local, state, and national planning; and (3) the operation of in-house programs for employees and/or tuition assistance for outside training. It is the latter involvement that is of concern here.

The American Association for Adult and Continuing Education (AAACE--1983) reported the following findings from a 1982 Center for Public Resources study:

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The American Association for Adult and Continuing Education (AAACE--1983) reported the following findings from a 1982 Center for Public Resources study:

- Fifty percent of middle-size companies operated remedial training programs compared to 35% of large companies.

- Insurance and manufacturing companies were more likely to provide training in-house, whereas utility companies tended to use tuition reimbursement. Overall, 35% of all companies in the study used tuition assistance to finance outside training.

- Twenty percent of the companies surveyed conducted remedial training, to some extent, in conjunction with other companies in the community.

Number of Participants/Programs

AAACE, in its summary of "Business/Industry Efforts in Remedial Education" (1983), quoted an estimate from an unidentified research group that "some 300 of the nation's largest companies now operate remedial courses in basic Math and English for entry-level workers" (p. 1).

Also reported by AAACE is a finding from the 1982 study by the Center for Public Resources that 75% of the corporations with 500 or more employees conducted some kind of in-house "basic skills competency program" for current employees. Of these corporations, 43% provided remedial training that had an overwhelming emphasis on mathematics and speaking/listening skills.

Participant Characteristics

No data to report.

Characteristics of Participation

No data to report.

Federal Occupational Training Programs

Program Characteristics

The major federal occupational training effort now in operation primarily for adults is funded under the Job Training and Partnership Act (JTPA), which replaced the Comprehensive Employment and Training Act (CETA) in 1982.* JTPA programs are aimed at preparing youth and unskilled adults for entry into the labor force and at providing job training for individuals who have special needs related to obtaining productive employment.

Individuals eligible for participation in JTPA programs include economically disadvantaged youth (from 14 through 21 years of age) and adults (age 22 and over), particularly: dropouts, teenage parents, the long-term unemployed who have limited opportunities for re-employment, the handicapped, offenders, individuals with limited English proficiency, displaced homemakers, Native Americans, migrant and seasonal workers, and veterans.

Fiscal year 1983 funding for JTPA programs totalled $618 million (U.S. Department of Education, 1983b).

Number of Participants/Programs

No data to report.

Participant Characteristics

Despite the target audience for JTPA programs, participants in many programs must now meet an entry-level reading requirement of ninth-grade equivalency or above (Berlin & Duhl, 1984).

Characteristics of Participation

No data to report.

College and University Programs

Program Characteristics

Colleges and universities have been concerned primarily with the conduct of programs for their own students who are in need of basic skills improvement. Community colleges, in particular, have "borne the brunt of adult illiterates in American higher education" (Roueche, 1984, p. 1). Some institutions, however, are beginning to develop programs for individuals who are not current students or even college-bound (BCEL, 1984).

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*For detailed information on the characteristics of CETA programs and participants, see Taggart (1981).

Number of Participants/Programs

According to BCEL (1984), several hundred thousand students at institutions of higher education are known to be receiving basic skills help.

Participant Characteristics

No data to report.

Characteristics of Participation

No data to report.

Other Programs

Adult literacy programs are also offered by libraries, churches, cultural and ethnic organizations, labor unions, museums and galleries, social service agencies, departments of the federal government other than Education and Labor, and departments of state governments. Although information about these programs is limited, their contributions to adult literacy are significant.

Summary

- Although data are not available on the number of participants in all the various literacy programs, it appears that no more than 5 million people are taking part in ongoing efforts. At best, then, 25% of the estimated 20+ million adult illiterates in this country are receiving some kind of assistance in acquiring literacy skills. If one accepts the estimated number of illiterates as 45 million and considers only those program participants who actually benefit from literacy instruction, then the percentage of adults served by ongoing efforts probably drops to about 5%.
- Adult literacy programs are operated by a variety of institutions, organizations, and groups within the public and private sectors. The programs are quite diverse, particularly in goals (and consequently target audience), size, and characteristics of instructional personnel.

CONCLUSIONS AND RECOMMENDATIONS

At present, it is not possible to provide a complete and accurate picture of adult illiterates and literacy programs in the 1980's using existing data. Most of the needed information is not available. Information that is available is often out of date, incomplete, or inaccurate. In some cases, existing data suggest additional questions to a greater extent than they answer questions previously posed.

The following recommendations are made for future work aimed at describing illiterates and literacy programs:

- Future work to describe the illiterate population should not focus on determining the size and demographic characteristics of the population. Although available information is incomplete, it is probably sufficient. The focus of new work should be on identifying characteristics of illiterates that may be related to their enrollment and persistence in a literacy program (e.g., reasons why they dropped out of high school, reasons why they never learned literacy skills). Such information could be useful in developing new strategies for recruitment and in ensuring that individuals who do enroll remain in literacy programs long enough to acquire the skills they need and want.

- A major effort to collect, analyze, and report on existing data on literacy programs should not be undertaken in the near future. In most cases, the institutions, organizations, and groups funding and operating literacy programs do not have the kind of data that are needed to construct a complete and accurate description of adult literacy services in the United States. With additional time and resources, more data than presented in this report could be obtained, but the picture would still be sketchy.

- A national survey to obtain new data on literacy programs should not be undertaken for the same reason given above. Information on persistence in a program, for example, cannot be provided in an interview or on a questionnaire if records were never kept on number of enrollees vs. number of graduates/dropouts.

- Major effort at this time should be devoted to creating an environment in which descriptive data on program and participant characteristics would be readily available. Such an environment requires program staff with the skills needed to collect, analyze, and report on data; staff and participants willing to take part in data collection; and time and other resources. This environment is the same as the one needed to initiate/ improve program evaluation efforts (cf. Alamprese, 1984). In fact, if program evaluation was a routine part of program operations, the descriptive data sought here would probably have been gathered and summarized as part of the evaluation effort.

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APPENDIX F.2

Study, McCune and Alamprese (1985)

Turning Illiteracy Around: An Agenda for National Action, a study commissioned by the Business Council for Effective Literacy (BCEL), was conducted by McCune and Alamprese (May 1985) to gather information about the organization and needs of adult literacy services in the United States. It had four broad goals:

1) to examine the current activities and resource needs of local basic skill programs at the local level from a range of institutional perspectives;
2) to examine the major national organizations that give leadership, coordination, and technical assistance to the local programs;
3) to offer suggestions on how new organizations can assist and support the delivery of adult literacy services; and
4) to develop recommendations on the public and private sectors action needed to expand the capacity of local adult literacy programs and the the national organizations. (McCune & Alamprese, 1985, p.iii)

INTRODUCTION

Purpose

The Business Council for Effective Literacy (BCEL) was organized by Harold McGraw in 1984 to promote more corporate involvement in the literacy effort. The BCEL recognized the need to develop new insights into the level and kind of support required, from the public and business sector, to meet the new demand for literacy services. As a result, this study was commissioned.

Design

Using open-ended questions in telephone or personal interviews, data were gathered from the representatives of eleven national organizations and fifty selected literacy programs. The data were then analyzed to reveal common patterns of current practices and existing and future expansion needs.

The representatives from the national organizations were chosen to represent the broad range of literacy activities. The organizations were of three types. The first were professional and included the American Association for Adult and Continuing Education, the American Library Association, the Association for Community Based Education, the American Association for Community and Junior Colleges, and the Correctional Educational Associations. The second were organizations that directly fund or sponsor literacy programs: Literacy Volunteers of America, Laubach Literacy Action, and the federal government's Adult Basic Education Program. The third were those organizations whose main service is not educational, but offer literacy services in conjunction with other services: Lutheran Immigration and Refugee Services, the AFL-CIO, and CONTACT Center. In the interviews, the representatives... were asked to describe their current level of involvement in the literacy movement, their relationship with local literacy programs, and their plans for future development" (McCune & Alamprese, 1985, p.7).

The fifty selected local programs were nominated by the national organizations to represent their range of literacy services. During interviews, program coordinators were asked to . . . "discuss their practices in recruitment, staff development, delivery of instruction, use of materials, recognition of program completion, data collection, links to other organizations, program and fiscal management, and fund raising" (McCune & Alamprese, 1985, p.7).

LOCAL LITERACY PROGRAMS

Program Patterns

Data collected from the fifty selected programs revealed similar practices and concerns, and provides a basis for expansion. The following patterns emerged from the interviews with the coordinators of the local literacy programs:

Instructional Process and Resources

Students are actively involved in setting their own goals for learning. The primary student goal reported by the ABE programs is to attain a high school equivalency diploma. The AFL-CIO and community based programs reported the primay goal was to get a job. Other reported student goals were: "to learn to read, to achieve self-improvement, and to have better prospects for employment" (McCune & Alamprese, 1985, p. 10).

The majority of programs use an individualized approach to learning; however, it was noted that several teachers are using a group approach and some programs are beginning to prefer a combined approach. Almost all coordinators responded that their instructors use a combination of teacher-made materials and published material. They reported a need for good, affordable lower level reading materials. The majority of programs give recognition to student achievement ranging from certificates to a formal annual dinner.

Literacy instruction is occurring in a variety of settings and locations such as adult educational centers, churches, civic organizations, and YWCAs. In some of the volunteer programs "there is a trend away from tutoring in the home due to possible insurance complications in case of accident and because the home environment is less conducive to learning because of interruptions" (McCune & Alamprese, 1985, p.15).

Recruitment of Students

Programs use a variety of recruitment activities. The ABE programs use a combination of print and broadcasting media while the volunteer and community based organizations are more informal and rely on word of mouth and referrals. Many local coordinators expressed a desire to find an alternative way to recruit more students with diverse needs.

Staff Development and Training

There is much variability in the areas of staff development and tutor training. Most of the programs offer pre-service training ranging from four hours to three days. In-service training varies from program to program. The ABE programs have more pre-service and in-service training than volunteer programs due to more financial support.

Coordinators had mixed feelings about the best way to use volunteers. Most local programs used volunteers for tutoring. Only one out of three correctional institutions used tutors because of the difficulty in recruiting for tutoring within the institutions. Some programs with paid professional staff used tutors for support rather than direct instruction. ABE coordinators recommended that programs be staffed with full-time instuctors to ensure continuity of service and commitment.

Data Collection

Although three-fourths of the reported programs collect student profile information and pretest scores, the coordinators reported that inadequate assessment instruments, lack of time to collect the information, and inadequate management information systems were barriers to data collection. "The coordinators felt that improvement in data collection could facilitate their ability to market their program" (McCune & Alamprese, 1985, p.15).

Collaboration (Cooperation)

In recent years, there has been an increase in program collaboration nationally to improve and extend the delivery of literacy serves. Collaboration is most visible among the ABE programs. There is more cooperation between the libraries, volunteer programs, and the community based organizations in recruitment, and sharing facilities and space, equipment, and materials. "The trend is beginning to promote greater awareness in communities about the problem of illiteracy and the work of the literacy programs themselves. With the increase in students and tutors expected as a result of the Ad Council campaign, further cooperation will be even more essential in the future" (McCune & Alamprese, 1985, p. 16).

Fund Raising

Program coordinators, particularly in volunteer programs, community based organizations, and libraries, spend a significant amount of time on fund raising with often meager results. Each of the programs used in-kind donations such as space, duplication equipment, advertising help, supplies, custodial services, furniture, and professional accounting and design.

Expansion Needs

Through the interview process, the fifty programs identified four areas of needs that must be addressed for further expansion of literacy services:

- direct funding and in-kind support;
- more trained personnel, administrative and support staff;
- retooling of existing staff and training new staff, instructional approaches, research, and better methods for applying research;
- improved image of adult education/literacy services to increase public awareness.

Fiscal Requirements for Expansion

McCune and Alamprese estimate that it will take billions of dollars to double the existing programs that are now reaching only about four million adults including 2.3 million through ABE. They believe that within three years nine million adult illiterates could be served if expansion needs are met. The first year an additional 1.2 million students would be served, with an addditional 1.5 million and 2 million students added in the second and third year respectively.

MAJOR NATIONAL ORGANIZATIONS

Patterns of Activity and Expansion Needs

Through data collected from the interviews with representatives of the national organizations, it was found that the organizational structure and basic mission of the organization determined their nature and extent of involvement in the literacy movement. Although the patterns of their involvement are varied and quite complex, similar patterns of involvement emerged for the three different types of organizations.

All of the organizations recognized what they needed to do to expand or strengthen their role in the literacy movement. Areas of needs developed from each of the three kinds of organization:

- enable non-educational and professional organizations to increase their technical assistance through the development of a clearinghouse and networks for information dissemination;
- enable CONTACT (Contact Literacy Center) to fulfill literacy role by meeting needs of staff, materials, and equipment;
- enable professional organizations to identify model literacy programs;
- enable literacy sponsoring organizations to increase the number and location of their: affiliates, provide training and technical assistance to their membership, develop needed instructional materials, and improve their data management, coordinating, and planning.

Fiscal Requirements for Expansion

The expansion of these organizations is vital to meet the increased demands of the local programs that will be generated through the Ad Council campaign. Projecting the costs for this expansion was difficult, but McCune and Alamprese concluded that the expenditure would be in the millions of dollars.

INVOLVING NEW ORGANIZATIONS

New organizations and agencies must become involved in the literacy movement if services are to be expanded to meet the still growing adult illiteracy need. Because of increased public awareness through the Ad Council campaign, several national regional, state and local organizations have begun to join the literacy movement. According to BCEL's January 1985 newsletter, only 40% of the states have instituted or are in the process of creating statewide systems to identify and coordinate existing literacy programs at the local level, plan new services , and communicate needs to state government and legislative officials. The other 60% of the states appear to recognize the need.

As this study was being conducted, other groups were beginning to consider involvement. The Corporation for Public Broadcasting and several other public television stations were becoming interested as were the corporations and such organizations as the National Council on Aging and the American Association of Retired Persons. Four organizations associated with fraternal, voluntary, and social service organizations were interested in becoming involved. Each organization was beginning to determine an appropriate role and expressed the need for technical assistance.

Developing specific roles for organizations just entering the field is a fundamental requirement for expanding literacy services. The new organizations need to develop involvement strategies that are consistent with their particular structures, resources, and missions.

McCune and Alamprese offer the the following guidelines for the consideration of potential literacy organizations:

- direct services to adult clients in instruction, counseling, and/or support services;
- funds for specific activites or general operating expenses;
- in-kind donations such as space, transportation, office and computer equipment, personal expertise;
- recruitment of adult learners and volunteers;
- public support through established communication network;
- federal and state government allocate resources and legislation.

RECOMMENDATIONS

McCune and Alamprese underscore the urgent need to quickly provide new resources for the complex literacy problem. In the short run, they estimate an expenditure of billions of dollars a year are needed. While literacy programs are looking to business and industry for funding and in-kind help, there is no substitute for coordinated federal and state leadership and funding.

McCune and Alamprese (1985) made the following recommendations for the federal government, business and industry:

Action Plan for Helping Local Literacy Programs

The federal government should:

- Provide major new funding for the Adult Education Act.
- Amend existing legislation to permit the use of ABE funds for a wider range of literacy providers in addition to those programs direstly run by ABE.
- Expand the technical assistance capacity of the Office of Adult Education.
- Enact legislation to increase funding for the delivery and development of literacy services within each state.
- Establish a statewide alliance or council to make recommendations on needed legislation, facilitate the gathering and sharing of information, identify gaps in service, and plan for new services.
- Fund an agency (perhaps state departments of education) to provide on-going technical assistance to local literacy planner and providers. Among other things, this agency would conduct program evaluations, work to improve the quality of literacy instruction and teacher training, and

help develop new delivery services and procedures. These agencies could also provide information and guidance on how to implement promising practices identified in the field.

Business and Industry can:

- Provide grants for the operating costs of local literacy programs. Multi-year grants should be emphasized so that the programs have an on-going base of support.
- Donate in-kind services--in the form of space, office and computer equipment, furniture, and professional expertise in accounting, printing, training, and marketing.
- Encourage employees to become volunteer tutors and give them released time for this activity.
- Provide grants to appropriate research and development organizations to enable them to: (a) develop new tools for staff develoment, learning assessment, and program evaluation; (b) identify examplary models of literacy programs and practices and communicate what is learned to practitioners; and (c) undertake new and needed research on what constitutes effective teaching and learning in the adult literacy milieu.

Plan for Helping National Organizations

- Federal funds should go to the national offices of the voluntary organizations, Association for Community -Based

Education (ACBE), and Adult Basic Educations (ABE) so that they can increase the number of their local affiliates or members, provide training and technical assistance to them, and strengthen their own management and planning capacity.

- State departments of education, through the use of their Section 310 monies, could fund the pilot phase of a program to increase the capacity of these national organizations to serve local literacy programs within their states.
- Business and industry also can provide on-going support to the national organizations.
- Public and private sector organizations should provide funding to the professional associations--for hiring additional staff, expanding or creating needed programs for information gathering and dissemination, and developing other activities to inform, encourage, and actively assist the involvement of their memberships in the field.
- Federal and state government and the private sector should join in establishing an independent national institute on adult learning, with a focus on literacy. Such an organization is needed at the national level to foster communication throughout the field, gather and disseminate knowledge about adult literacy, perform certain centralized research agenda, and generate information and analyses vital to national policy-making. (p.32-34)

McCune and Alamprese underscore the need for long range planning if we are to meet the adult literacy needs. This will take the joint effort of the state governments, the federal government, and the private sector. Alternative services and programs will need to be developed which require the use of computers and mass media. Quality of instruction, professionalization of instructors, and management of staff will need to be given more attention.

APPENDIX

Attached are letters sent to selected programs and a copy of the questionnaire.

Coalition
for Literacy

Leaders linked together to bring America's illiteracy problem to light

Headquarters: 50 East Huron Str., Chicago, IL 60611 • (312) 944-6780
Information Center, P.O. Box 81826, Lincoln, NE 68501 • 1-800-228-8813

May, 1985

Dear Literacy Program Director;

I want to urge you to help us with the survey described in the enclosed letter. The Coalition for Literacy has contracted with the Center for Survey Research to carry out an evaluation of the impact of the Ad Council's campaign on the resources available in our fight against illiteracy. A successful evaluation will help us in our continuing effort to raise funds and mobilize resources for this vital effort.

What we are asking requires a minimum effort on your part, but we trust that that effort will pay off in significant dividends for all of us in adult literacy work. I hope we can count on your help.

Sincerely,

Violet Marie Malone
Violet M. Malone
Chairperson, Executive Committee
Coalition for Literacy

VMM/jah

EXECUTIVE COMMITTEE MEMBERS:

American Association for Adult and Continuing Education, American Association of Advertising Agencies, American Library Association, CONTACT, Inc., B. Dalton Bookseller, International Reading Association, Laubach Literacy International, Literacy Volunteers of America, National Advisory Council on Adult Education, National Commission on Libraries & Information Science, National Council of State Directors of Adult Education.

Center for Survey Research
100 Arlington Street, Boston, Massachusetts 02116 · (617) 956-1150

June, 1985

Dear Literacy Program Director:

As I am sure you know, the Coalition for Literacy has been working in a variety of ways to increase the resources available to literacy programs, the number of volunteer teachers, and the number of students who benefit from these programs. Among the more ambitious components of their efforts has been the extensive advertising campaign launched by the Advertising Council in coordination with the Literacy Contact Center number for referring interested people to literacy programs in their communities.

Given the time and money that is being invested in these activities, the Coalition is anxious to gather information about the impact on participation in literacy programs. One part of this effort is to determine the number of students and teachers participating in literacy programs, and the extent to which these change through the year.

Your program is one of a carefully selected sample of over 700 programs providing literacy services in the United States that is being asked to help in this evaluation. Specifically, we need information about the number of students and teachers actively working in your program during a sample of months from November 1984, before the Ad Council's campaign was launched, through September, 1985.

We are enclosing a copy of the form that you will be asked to complete and return next September. DO NOT RETURN THIS FORM NOW. We are simply sending it to you now so that you will know the information that we will be asking for and perhaps can more easily retrieve the information we need from the past few months. We will send you another copy of this form in September, together with a self-addressed envelope asking you to return it at that time.

We think this evaluation is a very important effort. In addition to measuring change over time, for the first time the Coalition will have a good profile of the number of users of literacy services and the resources devoted to these efforts. However, the accuracy of that profile will depend on getting accurate and complete returns from each selected program. We hope that we can count on you to give us the help we need.

Sincerely,

Floyd J. Fowler, Jr.

Floyd J. Fowler, Jr.
Project Director

University of Massachusetts – Boston

INFORMATION COPY

SURVEY OF LITERACY RESOURCES
COALITION FOR LITERACY

THIS FORM IS SENT TO YOU FOR INFORMATION PURPOSES. PLEASE DO NOT RETURN IT NOW. YOU WILL BE ASKED TO COMPLETE AND RETURN ANOTHER COPY IN SEPTEMBER.

	Nov. 1984	Feb. 1985	May 1985	Sept. 1985
1. Number of students participating in a reading program during (EACH MONTH)	______ NO. STUDENTS	______ NO. STUDENTS	______ NO. STUDENTS	______ NO. STUDENTS
2. Number of volunteers actually teaching at all during (EACH MONTH)	______ NO. VOLUNT. TEACHERS	______ NO. VOLUNT. TEACHERS	______ NO. VOLUNT. TEACHERS	______ NO. VOLUNT. TEACHERS

3. How many potential teachers would you estimate contacted you as a result of a referral from the Contact Literacy Center?

☐ NONE (SKIP TO 4)

______ NUMBER

3a. How many of these would you estimate actually have done any teaching?

______ NUMBER

4. How many potential students would you estimate contacted you as a result of a referral from the Contact Literacy Center?

☐ NONE (SKIP TO 5)

______ NUMBER

4a. How many of these would you estimate have actually enrolled in a reading program?

______ NUMBER

5. What was the total of the financial support your reading program received in 1984?

$______

6. What is the financial support you expect your reading program will receive for the total year of 1985?

$______

1-3 _2_ _1_ _5_
4-7 ____ ID
OFFICE USE ONLY

SURVEY OF LITERACY RESOURCES

COALITION FOR LITERACY

PLEASE ANSWER ALL OF THE QUESTIONS BELOW. IF YOU DO NOT KNOW THE EXACT NUMBER, GIVE YOUR BEST ESTIMATE OR A RANGE.

	Nov. 1984	Feb. 1985	May 1985	Sept. 1985
8-11: 12-15: 16-19: 20-23: 1. Number of students participating in a reading program during (EACH MONTH)	______ NO. STUDENTS	______ NO. STUDENTS	______ NO. STUDENTS	______ NO. STUDENTS
24-26: 27-29: 30-32: 33-35: 2. Number of volunteers actually teaching at all during (EACH MONTH)	______ NO. VOLUNT. TEACHERS	______ NO. VOLUNT. TEACHERS	______ NO. VOLUNT. TEACHERS	______ NO. VOLUNT. TEACHERS

3. How many potential teachers would you estimate contacted you as a result of a referral from the Contact Literacy Center?

36-37: 00 [ ] NONE (SKIP TO 4)

______ NUMBER

3a. How many of these would you estimate actually have done any teaching?

38-39: ______ NUMBER

4. How many potential students would you estimate contacted you as a result of a referral from the Contact Literacy Center?

40-41: 00 [ ] NONE (SKIP TO 5)

______ NUMBER

4a. How many of these would you estimate have actually enrolled in a reading program?

42-43: ______ NUMBER

5. What was the total of the financial support your reading program received in 1984?

44-47: $______

6. What is the financial support you expect your reading program will receive for the total year of 1985?

48-51: $______

THANK YOU VERY MUCH. PLEASE RETURN THE COMPLETED FORM IN THE ENCLOSED POSTAGE-PAID ENVELOPE.

APPENDIX G.1
U.S. Dept. Of Education
National Adult Literacy Initiative (1983)
President Reagan's Remarks at Ceremony

THE WHITE HOUSE

Office of the Press Secretary

For Immediate Release September 7, 1983

REMARKS OF THE PRESIDENT
AT A
CEREMONY RECOGNIZING ADULT
LITERACY INITIATIVE

11:33 A.M. EDT

THE PRESIDENT: Thank you. Thank you very much, and welcome to the White House.

I know that Barbara Bush is very disappointed that she couldn't be here with us today, but she's down in Dallas, if you haven't been told already. That's the penalty of coming in this way, after the meeting has started; I don't know who said what. (Laughter)

But she's participating in a recognition ceremony for volunteers working in Operation LIFT, a literacy organization supported solely by the private sector, and yesterday, I had the pleasure in my office of meeting Sherman Swenson. He is the Chief Executive Officer of Dalton Book Sellers, and that corporation has launched a program nationwide on this very subject.

I know that Barbara would be as encouraged as I am at the broad array of groups and individuals represented here today, leaders from the Congress, from education, business and industry, church and service groups, and state and local government. This is heartening, because it will take a united effort by all our people to achieve our goal: The elimination of adult functional illiteracy in the United States.

In this decade, America faces serious challenges on many fronts: To our National security, our economic prosperity, and our ability to compete in the international marketplace. If we're to renew our economy, protect our freedom, we must sharpen the skills of every American mind and enlarge the potential of every individual American life. Unfortunately, the hidden problem of adult illiteracy holds back too many of our citizens, and as a nation, we, too, pay a price.

Conservative estimates are that 23 million Americans, one in five, are functionally illiterate, a statistic that includes men and women of every race, religion and economic status and every region of the country.

I asked Secretary Bell to explore with you the best ways and means to erase adult illiteracy from our country, and the result is this initiative that we announce today. Some of the key points in the initiative are: To provide initial Federal funding for the Coalition for Literacy and support the Ad Council in its awareness campaign; to establish a national adult literacy project identifying model literacy programs and developing and testing new programs, materials and methods.

MORE

The Department of Education will work closely with the White House Office of Private Sector Initiatives to enlist more non-government support. An additional $310 million has been requested for college work study programs to include students in our effort, and I have also asked the Department to recruit literacy volunteers on college campuses. Federal employees will also be encouraged to volunteer, and the Department of Education will conduct a series of national meetings and conferences to increase awareness and promote cooperation.

As I'm sure you realize, there are many more items on our agenda, but this sampling should indicate the energy, commitment and creativity we intend to apply to this job.

Let us today resolve to roll up our sleeves and get to work, because there's very much to be done. Across this great land, let those of us who can read teach those who cannot. Let the lights burn late in our classrooms, our church basements, our libraries and around our kitchen tables, wherever we can gather to help others help themselves to the American dream.

I appreciate all that you've already done, but today I'm asking you for more. Together, we can rouse the spirit of our people and apply our enormous national will to the task at hand. If we succeed, we will have come an important step closer to making American great again. Now, I know that all of the ladies and gentlemen here on the platform are distinguished and are very prominent, and I extend the thanks to them, but I can't help but tell you also, this has just been a very great moment for me, becuase I've been a fan of Marva Collins ever since I heard of her, and I at last had the opportunity to meet her. God bless you. (Applause)

As a matter of fact, hearing of some of what you've done made me ashamed of the times that I cheated in english literature on Shakespeare. (Laughter)

But I thank you all again for being here, and God bless you all, and now, they've told me I got to get back to the Oval Office. Thank you all again. (Applause)

END

(11:40 a.m. EDT)

APPENDIX

APPENDIX G.2
U.S. Dept. of Education
Adult Literacy Initiative (1983)
Fact Sheet

THE WHITE HOUSE

Office of the Press Secretary

For release at the conclusion of the
President's remarks at 11:30 am ceremony
Wednesday, September 7, 1983

FACT SHEET

ADULT LITERACY INITIATIVE

Adult functional illiteracy is a major "hidden" problem in the United States. Functional literacy is defined as the possession of the essential knowledge and skills to enable an individual to function in his or her environment -- at home, in the community, in the workplace. Current conservative estimates are that 23 million Americans are functionally illiterate, and that 2.3 million join the pool yearly. Of that 2.3 million, 1 million are high school drop-outs and non-functional graduates, 400,000 are legal immigrants; 100,000 are refugees, and 800,000 are illegal immigrants. An additional 46 million Americans may be considered marginally functional, for a total of 72 million Americans who function at a marginal level or below.

The economic and social costs of adult functional illiteracy are high: approximately 40 percent of all minority youth may be functionally illiterate; as many as 15 million Americans, or 15 percent of the workforce may be functionally illiterate,; a disproportionate number of functional illiterates is found on the public assistance rolls.

The Adult Literacy Initiative contains the following elements:

1. National Awareness Campaign. In cooperation with the private sector, the Department of Education will promote a national awareness campaign to recruit literacy volunteers and encourage private sector funding of literacy efforts.

2. National Adult Literacy Project. Through the National Institute of Education, the Department of Education will establish a National Adult Literacy Project to provide program support to public and private organizations offering literacy training.

3. Establishment or Designation of Adult Literacy Councils. The Department of Education will encourage Governors to establish or designate State and/or local adult literacy councils.

4. College Work-Study Students. For FY '84, the President asked for an additional $300 million in work-study funding. The Department of Education will work with colleges and universities to promote the assignment of college work study students to adult literacy programs.

more

5. College Students. The Department of Education will promote the use of college "credit" for literacy tutoring and encourage student volunteerism.

6. Networking. The Department of Education will promote networking of the Special Education, Vocational Education, Rehabilitation, and Adult Education Communities on behalf of out-of-school youth and adults with disabilities.

7. Federal Employee Literacy Training Program. The Department of Education will establish a Federal Employee Literacy Training Program under the auspices of the Federal Interagency Committee on Education to provide a cadre of Federal employee literacy volunteers and to make space available for literacy tutoring.

8. Voluntary and Private Sector Support. The Department of Education will establish liaison with appropriate volunteer groups inviting them to participate in a field outreach-input system on an on-going basis. Private/public sector partnerships in literacy are being established.

# # #

Appendix G.3
U.S. Department of Education
Functional Literacy Initiative Nationwide
Fact Sheet (n.d.)

U.S. DEPARTMENT OF EDUCATION

FACT SHEET

on

NATIONWIDE FUNCTIONAL LITERACY INITIATIVE

The Department of Education is participating in a nationwide initiative to promote functional literacy for the entire adult population. It is estimated that there are currently more than 23 million functionally illiterate adults in the nation, based upon studies conducted in the mid 1970s.

Although much is being done to improve functional literacy through the efforts of volunteer organizations, business and industry, and State-administered adult education programs, each year an estimated 2.3 million join the pool of persons who are functionally illiterate:

- o 400,000 legal immigrants
- o 100,000 - 150,000 refugees
- o 800,000 illegal immigrants
- o 850,000 high school drop-outs
- o 100,000 - 150,000 "push-outs"

Functional literacy is the ability to read and comprehend and write and compute at a level which enables one to cope with such situations as completing a job application, passing a written driver's test, or using public transportation.

The initiative draws upon the accomplishments of the past, calls for cooperation to avoid duplication of effort, and encourages participation from the private sector. Advisory groups designated by governors and public adult education administrators at the State and local level will help coordinate this effort with the assistance of existing agencies already equipped to deliver services in adult basic education.

This initiative was announced by President Reagan on Wednesday, September 7, and includes such specifics as:

- o In cooperation with the private sector and the Coalition for Literacy, the Department of Education will promote a national awareness campaign to recruit literacy volunteers and encourage private sector funding of literacy efforts.
- o The Department of Education will establish a National Adult Literacy Project through the National Institute of Education to identify model literacy programs, and develop, test and disseminate new programs, educational materials, and methods in support of public and private literacy organizations.
- o The Department of Education will encourage Governors to establish or designate State and/or local adult literacy councils.

more

- For FY '84, the President has requested from Congress an additional $310 million for the college work-study program so that more college work-study students can participate in the literacy effort. The Department will be working with several pilot institutions to develop demonstration programs utilizing college work-study students in adult literacy programs.

- The Department of Education will promote college student involvement through literacy tutoring experiences in college courses and through student volunteerism.

- The Department of Education will promote networking of the Special Education, Vocational Education, Rehabilitation, and Adult Education communities on behalf of out-of-school youth and adults with disabilities.

- The Department of Education will sponsor several national meetings and conferences to increase awareness of the literacy problem and promote coordination among adult literacy efforts.

- The Department of Education will establish a Federal Employee Literacy Training Program under the auspices of the Federal Interagency Committee on Education to provide a cadre of Federal employee literacy volunteers and to make space available for literacy tutoring.

- The White House Office of Private Sector Initiatives and the Department of Education will work closely with business and industry to develop private/public sector partnerships in the area of adult literacy promotion. For example, B. Dalton Booksellers, a member of the Coalition for Literacy, has pledged $3 million to help fund volunteer programs.

- The Department of Education will establish liaison with volunteer and service groups inviting them to participate in a field outreach-input system on an on-going basis.

The Department of Education is working with the National Center for Neighborhood Enterprise and with the Assault on Illiteracy Program to attack the problem of illiteracy in Black communities. The Department will also study the unique aspects of illiteracy in Hispanic and Indian communities.

About 2.3 million men and women, 16 years of age and over, are enrolled in State administered adult basic education programs. Out-of-school youth aged 16-24 make up over 42 percent of program participants, and four-fifths of all participants are aged 16 to 45. This program is authorized under the Adult Education Act, Public law 91-230. Although only 10 percent matching funds are required from the States, on the average, there is a match of dollar for dollar, and most report that the program more than pays for itself in increased revenue. For example:

- Idaho reported that, in 1982, 1,390 participants obtained jobs, 948 changed to or were upgraded to a better job, and 332 went off public assistance.

more

- New York reported that, in Fiscal Year 1982, 4,567 unemployed participants found jobs. The projected annual wage for each was $7,000, generating about $5,754,420 in taxes; 7,549 participants obtained a raise or a better job representing additional salary earned of $200 each, and generating about $271,764 in taxes; and 1,720 participants went off public assistance at a savings of $6,779 per adult or a savings of $11,659,880. Thus, in New York, the program was responsible for adding $17,686,064 to the economy.

- Ohio reported that, in Fiscal Year 1982, 2,153 participants obtained a job, earned an estimated $15 million, and paid more than $4.5 million in Federal, State and local taxes; 1,174 changed to or were upgraded to a better job, resulting in a total extra annual income of $488,000 with more than $146,000 going for taxes; and 1,600 went off public assistance resulting in a State savings of approximately $6.4 million.

- Pennsylvania reported that in Fiscal Year 1982, 1,404 participants obtained a job as a result of the program, generating about $9,828,000 in new income, and 419 got better jobs, generating an additional $392,184. Also, welfare costs were reduced by $1,850,364 when 332 participants and their 358 dependents went off public assistance. Pennsylvania also obtained information from a 1982 study of almost 3,000 participants. Over 32 percent of the participants felt that the program helped them find a job or get promoted; 90 percent indicated that the program made them think better of themselves, and 77 percent indicated that they planned to continue their education.

The functional literacy initiative relies heavily on cooperation among government at all levels and the private and voluntary sectors. Department efforts are directed at expanding existing programs and encouraging development of new programs.

For literacy materials and information, contact the Adult Education Clearinghouse at 202/472-5860.

For additional information on the Initiative, contact Diane Welch Vines at 202-472-9020.

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U.S. Dept. of Education
Coalition for Literacy/
National Adult Literacy Project
Overlap Clarification**
January 20, 1984

THE NATIONAL ADULT LITERACY PROJECT

Goals and Objectives

"Through the National Institute of Education, the Department of Education will establish a National Adult Literacy Project to provide program support to public and private organizations offering literacy training." (FACT SHEET, Adult Literacy Initiative, September 7, 1983)

Program Statement, National Adult Literacy Project

*increasing public awareness (CL)

*promoting cooperation and collaboration between public and private sectors to offer literacy instruction to the many adults who need and desire it (CL)

*improving service through the spread of the best information available on literacy practice and instruction (CL)

*serving as a source of assistance in instructional methods and approaches and program management procedures to public and private adult literacy training programs (CL)

Major Activity Strands

*provide information and technical assistance on effective instructional techniques and materials to a wide array of public and private literacy programs (CL)

*conduct shortterm research and development projects to identify important knowledge gaps about effective adult literacy instruction that will contribute to the improvement of materials and practices currently in use

*conduct a research program to gather the best information on the nature and extent of illiteracy and report that information to practitioners and to the public

(CL) Duplicates Coalition for Literacy

**Developed by Coalition for member, Dr. Anabel P. Newman, to show relationship between Coalition for Literacy (established 1981) and Adult Literacy Initiative (established 1983).

January 20, 1984

ADULT LITERACY INITIATIVE

1. National Awareness Campaign
    a. Recruit literacy volunteers (CL)
    b. Encourage private sector funding of literacy efforts (CL)
2. National Adult Literacy Project
    Provide program support to public and private organizations offering literacy training (CL)
3. Establishment or Designation of Adult Literacy Councils
    Encourage Governors to establish or designate state and/or local literacy councils (CL)
4. College Work-Study Students
    Work with colleges and universities to promote the assignment of college work study students to adult literacy programs
5. College Students
    Promote the use of college "credit" for literacy tutoring and encourage student volunteerism
6. Networking
    Promote networking of Special Education, Vocational Education, Rehabilitation, and Adult Education communities for out-of-school youth and and disabled adults
7. Federal Employees Literacy Training Program
    Establish a Federal Employee Literacy Training Program to provide a cadre of Federal employee literacy volunteers and to make space available for literacy tutoring
8. Voluntary and Private Sector Support
    Establish liaison with appropriate volunteer groups inviting them to participate in a field outreach-impact system on an on-going basis (CL)

(CL) Duplicates Coalition for Literacy

APPENDIX G.5
U.S. Dept. of Education
Adult Literacy Initiative
K. O. Haigler Update (1985)

THE ADULT LITERACY INITIATIVE UPDATE

FALL 1985

A NEWSLETTER FOR THE ADULT LITERACY COMMUNITY

Information To Help Keep You Informed
About Major Adult Literacy Activities

The Adult Literacy Initiative
Karl O. Haigler, Director
FOB 6, Room 4145
400 Maryland Avenue, S.W.
Washington, D.C. 20202
(202) 472-9020

THE ALI UPDATE

A Newsletter For The Adult Literacy Community

Fall 1985

ADULT LITERACY INITIATIVE ESTABLISHED BY PRESIDENT REAGAN IN 1983

The National Adult Literacy Initiative is the Department of Education's vehicle for coordinating existing literacy efforts at the Federal level, encouraging collaboration of national groups, and recruiting new resources and support for literacy from all sectors. We know that your involvement is important to a successful national literacy effort, and that you need accurate information if you are to benefit from Initiative activities.

We have provided the following information to help keep you current on major adult literacy activities.

COLLEGE WORK-STUDY (CWS) LITERACY PROJECT

$750,000 TO COLLEGE WORK STUDY PROJECT

The Office of Postsecondary Education recently awarded $750,000 to 65 postsecondary institutions to continue College Work Study adult literacy projects during the 1985-86 school year. A report on the 18 pilot CWS literacy projects funded in 1983-84 was released by the National Association of Student Employment Administrators. The report, entitled "The College Work Study Adult Literacy Project," is available upon request from the Initiative office.

2/10/86 ✓
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HEAD START ADULT LITERACY PROJECT

PARENTS WILL WORK AS TUTORS WITH OTHER PARENTS WHO NEED LITERACY HELP

The Department of Health and Human Services has identified 15 Head Start projects where parents will work as resource persons to provide literacy services to other parents who need training. The projects will develop alternative models for future replication by Head Start grantees. Each site was funded at approximately $5,000 to operate for a one year period. The current school year has been designated as the official project period. An assessment of the project is being planned to begin this Fall. A report on the activity should be available in the Spring of 1986.

THE NATIONAL ADULT LITERACY PROJECT (NALP)

2/10/86
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The NALP project, funded by the National Institute of Education, was completed this spring. Ten reports were produced and are now available through the ERIC Clearinghouse. The titles of the reports and their authors are:

o "Adult Illiterates and Adult Literacy Programs: A Summary of Descriptive Data," by Janet Mcgrail

- "Promoting Innovation and Controversy in Adult Basic Education: Section 309 of the Adult Education Act," by Eugene Radwin
- "A Research and Development Agenda," by Kathleen J. Phillips, Donna Bellorado, and Margaret Robinson

NATIONAL ADULT LITERACY PROJECT REPORTS MAY BE ORDERED THROUGH THE ERIC CLEARINGHOUSE

- "Affective Aspects of Adult Literacy Programs: A Look at the Types of Support Systems, Teacher Behavior and Materials that Characterize Effective Literacy Programs," by Kathleen J. Phillips and Donna Bellorado, with Jane A. Margold, Editor
- "Giving Literacy Away: Alternative Strategies for Increasing Adult Literacy Development, Training Capacity and Program Participation," by Stephen Rede
- "Adults in Crisis: Illiteracy In America," by James N. Johnson
- "Television Technologies in Combating Illiteracy," by Barbara A. Marchilonis and Herman Niebuhr
- "The Literacy/Employment Equation: Education for Tomorrow's Jobs," by Eric Payne Butler and Andrew Hah with James Darr
- "Functional Illiteracy in the United States: Issues, Experiences and Dilemmas," by David Harman

For further information about the study, contact Michael Brunner, the NALP project officer:

National Institute of Education
1200 19th Street, N.W.
Room 804
Washington, D.C. 20202
(202) 254-5654

NATIONAL TELECOMMUNICATIONS NETWORK--LITLINE

LITLINE DESIGNED TO PROVIDE RAPID EXCHANGE OF INFORMATION

An often expressed need among people in the literacy field is to communicate with colleagues: to ask questions, share information, give and get technical assistance, and find out about new activities and resources. In response to this need, the Initiative has been developing a national telecommunication network for some time. We are happy to announce that, working with the Mayor's Commission on literacy in Philadelphia, we will begin operating LitLine this Fall. Our tentative date for going "on-line" is November.

ELECTRONIC MAIL AND BULLETIN BOARDS

LitLine is designed to provide up-to-the-minute information and instant communication for persons concerned with literacy. Services will include electronic mail, bulletin boards, and computer conferencing. Through electronic mail, LitLine users will be able to send various kinds of written information such as memorandums, letters, forms, and special reports to any other user or group of users. Electronic bulletin boards are similar to traditional office bulletin boads, except that the information is available to a much wider audience.

NO SPECIAL KNOWLEDGE IS NECESSARY TO USE LITLINE

In order to use LitLine, users should have access to a microcomputer, word processor or other inexpensive terminal. Technically speaking, the terminal or microcomputer must be equipped with an asynchronous 300 or 1200 baud telephone modem. However, no special knowledge of computers is necessary to use the LitLine system.

COSTS FROM $15.00 PER MONTH

Basic LitLine costs include a one time set-up charge of $25.00 and a minimum charge of $15.00 per month for "connect time," the actual time spent using the system. Connect time fees vary, depending on the time of day the system is used. LitLine recruitment materials, which include more details about the system, will be sent to you soon.

STATE INITIATIVES

QUESTIONNAIRE BEING DEVELOPED TO--PROVIDE INFORMATION FOR RESOURCE BANK

The Initiative is continuing its efforts to encourage and support State initiatives by participating in State and Regional meetings. The Initiative, with assistance from the Education Commission of the States, is in the process of developing a questionnaire that is designed to obtain detailed information about State initiatives. Information obtained will be used to encourage the creation of strong initiatives and as a resource bank for adult literacy practitioners.

CORRECTIONAL INSTITUTIONS

CORRECTIONAL INSTITUTIONS WORKING TO PROVIDE ADULT LITERACY HELP

To help Federal, State and local agencies better meet the needs of persons in prisons and other correctional facilities, the Department of Education has created the Intradepartmental Coordinating Committee on Correctional Education.

Benefits from the Committee have already been realized. Several national conferences have been sponsored by the Committee which have fostered extensive dialogue among interested parties about literacy training in correctional institutions. Members of the ALI staff have participated in and made presentations at activities sponsored by correctional agencies.

"BECOMING A NATION OF READERS"

VAST AMOUNT OF RESEARCH ON READING IS INTERPRETED IN NEW REPORT

"Becoming a Nation of Readers," the Report of the National Academy of Education's Commission on Reading, summarizes and interprets a vast body of research on reading and learning to read. While most of the research was done with school children, ALI is convinced that, as Jeanne Chall says in her Afterword to the Report,---"adult educators and those who teach adults to read can find much in this report to help them..."

IMPLICATIONS FOR ADULT LITERACY INSTRUCTION

ALI is currently studying the Report and consulting with leading adult literacy practitioners to identify its instructional implications. Through this process, we are attempting to aid the adult literacy field in reaching its own conclusions about the Report's value to their efforts.

COPIES ARE AVAILABLE

Individual copies of "Becoming a Nation of Readers" are available for $4.50; a box of 50 copies costs $150.00. The address is:

"Becoming a Nation of Readers"
P.O. Box 2774, Station A
Champaign, IL 61820-8774

PILOT PROGRAMS FOR THE ELDERLY

OLDER AMERICANS SERVE AS TUTORS--- PROJECT LEEP

The National Council on the Aging (NCOA), a private non-profit advocacy organization, received a grant to develop strategies to reach illiterate older individuals and to help them acquire the basic skills needed for functioning adequately. Project LEEP (Literacy Education for the Elderly Program) is designed to bring literacy education to sites older adults attend in large numbers for other activities and services. Resources of community-based organizations serving the elderly and the volunteer literacy networks are linked to increase opportunities for literacy education within the older adult population. Methods and techniques appropriate for teaching older adults are utilized; older volunteers are recruited and trained to serve as literacy tutors and peer support for other older adults who lack basic reading skills.

Twenty-five locations nationwide have been selected as demonstration sites to develop the appropriate materials.

NCOA WORKING WITH VOLUNTEER GROUPS

Each site will organize a literacy program to serve older adults, recruiting and training older adults as literacy tutors. Literacy Volunteers of America, Inc. (LVA) and Laubach Literacy Action (LLA) have agreed to work with NCOA to match and bring together their local counterparts with senior group programs to carry out these pilot projects.

EDUCATION AND AGING MINI-CONFERENCE APRIL 1986

NCOA is planning for an Education and Aging Mini-Conference, to be held in conjunction with their 36th annual conference, scheduled for April 9-12, 1986 in Washington D.C. The MiniConference will be held on Saturday, April 12, 1986.

For further information about this conference, or information about NCOA activities, please contact:

Bella Jacobs
Senior Program Manager
National Council on the Aging
600 Maryland Ave., S.W.
West Wing 100
Washington, D.C. 20024
(202) 479-1200

Administration on Aging Funds Literacy Projects

HHS FUNDS LITERACY PILOT PROJECTS FOR AGING WITH $870,000 GRANT

This summer, in consultation with the Initiative and the Division of Adult Education Services, the Department of Health and Human Services' Administration on Aging solicited proposals from its State Agencies on Aging for demonstration literacy programs. In August, twenty State agencies received grants of approximately $45,000 each to conduct literacy programs for older Americans, using older Americans as volunteers. A condition of the grants is collaboration with existing literacy programs and groups. States receiving FY 85 Older Adult Literacy Grants are:

Alabama
Alaska
Arkansas
Colorado
District of Columbia
Florida
Hawaii
Indiana
Kansas
Louisiana
Mississippi
Nebraska
New Jersey
New York
Oklahoma
Rhode Island
South Carolina
Texas
West Virginia
Wisconsin

If you are interested in knowing more about these projects, please call your State Agency on Aging.

YOUNG ADULT LITERACY ASSESSMENT

For over a decade, the National Assessment of Educational Progress (NAEP), funded by the Department of Education's National Institute of Education, has been keeping track of the academic achievement of the Nation's school children as a way of measuring the quality of American education. However, the NAEP has not kept track of the literacy skills of young people who have left school, as drop-outs or push-outs, many of whom are likely to lack literacy skills. Nor has the NAEP recently surveyed the literacy skills of adults

YOUNG ADULT
LITERACY SURVEY
UNDERWAY--
REPORT DUE
SPRING 1986

In the Spring of 1985, NAEP began to survey the literacy of young adults. The Young Adult Literacy Assessment will include 3,600 young people between the ages of 21 and 25 as well as a small sample of 17-year-old out-of-school youth. Findings will be reported by the Spring of 1986, giving the Nation a better idea of the state of literacy among these young Americans.

In March 1985, ALI hosted a Competency Based Adult Education Conference at which a panel, including Dr. Irwin Kirsch (NAEP Project Coordinator), discussed the design of the study, its theoretical orientation, and the kind of relevant information that it will yield.

A meeting which focused on the study's design and implementation was held in May of this year for Department of Education managers and staff whose program responsibilities are related to adults or out-of-school youth. The meeting was conducted by ALI, in cooperation with the National Institute of Education. For further information about the NAEP project contact:

FOR FURTHER
INFORMATION
CONTACT

Dr. Irwin Kirsch
NAEP Adult Literacy Project
CN 6710
Princeton, New Jersey 08541-6710
(800) 223-0267

or

Maureen Treacy
National Institute of Education
Washington, D.C. 20208
(202) 254-5830

ASSAULT ON ILLITERACY PROGRAM (AOIP)

AOIP LEADERS MEET WITH EDUCATION OFFICIALS

Leaders of AOIP met recently with Secretary Bennett, Under Secretary Bauer and ALI Director, Haigler, to reconfirm the Department's cooperation with the organization in identifying and addressing the particular needs of black American adults who are functionally illiterate. The rate of illiteracy among black adults is estimated as being three times higher than it is for white adults.

EIGHTY MAJOR NATIONAL BLACK ORGANIZATIONS FORM AOIP

AOIP, a coalition of approximately 80 major national Black organizatins, is encouraging a pool of volunteers to assist in meeting the need. These volunteers will work through a system of local units and State divisions. The AOIP manual is now available to assist in developmen of these units and divisions. AOIP has been conducting regional workshops with its affiliate organizations to discuss procedures for grass-roots organizing and to train volunteers in the use of materials.

LITERACY ACTIVITIES IN MEDIA AND TECHNOLOGY

The Initiative has maintained its interest in exploring ways in which the media and new technology can be better put to the services of literacy improvement. The following are some examples of current activities in this area.

WORKSHOP ON ADULT LITERACY AND TECHNOLOGY: The report of our October, 1984 Workshop on Adult literacy and Technology will appear in the Winter issue of Visible Language. The report, written by workshop chairperson, Raymond S. Nickerson, suggests how instructional software could be designed to place more emphasis on comprehension and to conform more closely to the actual life situations of adult non-literates.

PUBLIC BROADCASTING EXPLORING WAYS TO HELP LITERACY EFFORTS

WQED - Public Broadcasting Initiative: Late last year Initiative staff met with representatives of the Corporation for Public Broadcasting (CPB) and WQED, Pittsburgh, to explore the possibilities of a PBS initiative for literacy. The resulting idea was to produce a national broadcast for literacy which would be preceded and followed by town meetings throughout the country where local leaders would discuss ideas and plans to strengthen community support for literacy. An important part of this initiative is to establish local literacy partnerships and coalitions where they do not exist, and strengthen those that already exist.

TASK FORCE FORMED TO PLAN PBS LITERACY EFFORTS

Since that meeting, WQED has received planning funds from CPB and has formed a task force with ten other public broadcasting stations and State systems, as well as representatives of the literacy field. The task force first met on June 23-25 to share experience in using the media to mobilize communities for literacy. The task force is continuing to communcate, a clearinghouse for information on functional literacy is operating, and WQED is working on raising funds for the initiative. A national kickoff ceremony is planned for January, and national groups will be invited to participate. For further information, contact:

Margot Woodwell
Station Manager, WQED
4802 Fifth Avenue
Pittsburgh, Pennsylvania 15213
(412) 622-1320

TV PROGRAMS FOR FUNCTIONALLY ILLITERATE ADULTS

KCET-TV, Los Angeles Series on Literacy: KCET has received initial funding to produce a series of 26 half-hour literacy program for functionally illiterate adults. The programs will have an entertaining magazine format designed to take advantage of the special powers of television to attract home viewers. The Initiative will be maintaining contact with KCET throughout the development of the programs. For further information, contact:

Bonnie Oliver
Project Director
The American Ticket
KCET-TV
Los Angeles, California 90027

FOUNDATION FUNDS LITERACY TECHNOLOGY CONFERENCE

GANNETT FOUNDATION, Technology and Literacy Project: Early this year, a representative from the Gannett Foundation contacted staff from the Adult Literacy Initiative to discuss ways that Gannett could contribute to the improvement of literacy. Among the topics discussed was how technology could be used for program improvements and expansion. Gannett has decided to help the literacy community establish a network to share information on how computers can be used most effectively for instruction and program management.

On November 21 and 22, Gannett is sponsoring an invitational conference for 50 professionals entitled "Adult Literacy and Computers" to begin its technology project. The conference will be hosted by the Technology for Literacy Center of St. Paul, Minnesota.

THE BUSINESS COUNCIL FOR EFFECTIVE LITERACY (BCEL)

FOUNDATION PROMOTES CORPORATE SECTOR LITERACY EFFORTS

The Initiative continues to maintain regular contact with BCEL, the only foundation that exists for the sole purpose of promoting greater corporate awareness of and involvement in literacy. Through its excellent newsletter, meetings, individual contacts and various kinds of technical assistance, BCEL remains the prime source of information about literacy activities in and for the business community. This summer BCEL hosted a meeting of the heads of major publishing and printing organizations already demonstrating active concern for adult literacy. Future meetings will be held with representatives of other industries, such as broadcasting, banking and insurance. For futher information, contact:

Gail Spangenberg
Operating Head and Vice President
Business Council for Effective Literacy
1221 Avenue of the Americas, 35th Floor
New York, New York 10020
(212) 512-2415

THE COALITION FOR LITERACY'S NATIONAL AWARENESS CAMPAIGN

VOLUNTEER AGAINST ILLITERACY; THE ONLY DEGREE YOU NEED IS A DEGREE OF CARING--IS SLOGAN FOR AWARENESS CAMPAIGN

The first year of the National Awareness Campaign, which focused on attracting new volunteers to the literacy effort, will be ending in January. The Campaign, sponsored by the Coalition for Literacy and produced by the Advertising Council, reached 80% of the national audience during 1985. More than $8 million worth of air time and advertising space was made available for the Campaign, and over 20,000 telephone inquiries were generated. The second year will aim for total media saturation and will add an emphasis on the contribution of new resources, particularly from the private sector. If you would like more information about the Campaign, please call:

CONTACT LITERACY CENTER
(800) 228-8812 or
in Nebraska (800) 742-2217

The Coalition for Literacy is currently conducting a membership drive. If you are interested in demonstrating your support for the Awareness Campaign by becoming a member of the Coalition, please contact:

Peggy Barber or Jean Coleman
American Library Association
50 East Huron Street
Chicago, Illinois 60611
(312) 944-6780

FEDERAL EMPLOYEE LITERACY TRAINING PROGRAM (FELT)

The FELT program, a White House Initiative, is designed to get Federal employees across the country to volunteer as literacy tutors. FELT activity is taking place on several fronts.

1,500 NEW VOLUNTEERS ACROSS THE COUNTRY

The regional offices have recruited over 1,500 volunteers, from all Federal agencies in the field since January. The Secretary's Regional Representatives are now surveying the volunteers to determine how many have been trained and matched with a student.

METRO LITERACY GROUPS HELP PLACE FELT VOLUNTEERS

Each Federal agency in Washington, D.C. was asked to appoint a coordinator and participate in FELT. Local ABE (Adult Basic Education) and volunteer programs in the Washington, D.C. metropolitan area (Northern Virginia, the District of Columbia and Maryland) have been located to match the volunteers with those in need of literacy services. For futher information, contact:

Peggy Monihan
Director
Federal Employee Literacy Training Program
400 Maryland Avenue, S.W., Room 4145
Washington, D.C. 20202
(202) 472-9020

CONGRESSIONAL HEARINGS

SENATE AND HOUSE COMMITTEES HOLD JOINT HEARINGS

A series of hearings have been conducted by the House Subcommittee on Elementary, Secondary, and Vocational Education and the Senate Subcommittee on Education, Arts, and Humanities. These hearings have featured a variety of individuals speaking about the problems of functional illiterates, the reasons for the problem and suggestions about the role of the private and public sectors in attempting to address these problems. For further information about these hearings, contact your Congressional representative.

APPENDIX G.6
U.S. Dept. of Education

CLEARINGHOUSE ON ADULT EDUCATION

U.S. DEPARTMENT OF EDUCATION
DIVISION OF ADULT EDUCATION SERVICES
OFFICE OF VOCATIONAL & ADULT EDUCATION
WASHINGTON, D.C. 20202 - 3585

ON LITERACY

TOWARD A DEFINITION

"Literacy" in the United States and in countries the world over means more than just the ability to read and write. Literacy is defined in relation to the demands of the society in which a particular individual must function. Therefore this paper uses the 1962 UNESCO definition of literacy as follows.

> "The possession by an individual of the essential knowledge and skills which enable him or her to engage in all those activities required for effective functioning in his or her group and community and whose attainments in reading, writing, and arithmetic make it possible for him or her to continue to use these skills toward his or her own and the community's development." (HARVARD EDUCATIONAL REVIEW, VOL. 40, No. 2, p. 227, May, 1970)

FUNCTIONAL LITERACY

Using the 1975 Adult Performance Level (A.P.L.) yardstick, an estimated 23 million adults function with great difficulty in our society (A.P.L. Level 1). An additional 40 million can function but not proficiently (A.P.L. Level 2). This would total 63 million Americans not proficient in meeting the educational requirements of everyday adult life.

Since the A.P.L. study was made, the U.S. adult population has increased substantially. If the A.P.L. sample is still representative, 27 million people are functionally illiterate today (A.P.L. 1) and an additional 47 million do not function proficiently (A.P.L. 2), for a total of 74 million Americans who function at a marginal level or below.

A.P.L. defines literacy as communications, computation, problem solving and interpersonal relations skills in each of five competency areas: government and law, health and safety, occupational knowledge, consumer economics and use of community resources.

LITERACY AND SCHOOLING

Today, in the United States, 61 million of the non-school population, sixteen years of age and older, have less than a high school diploma (U.S. Bureau of the Census). Each year 850,000 teenagers in this country drop out of high school. At the same time, estimates are that 13 percent of White and 56 percent of Hispanic seventeen year-olds are functionally illiterate--and a recent study reports that 47 percent of Black youth are illiterate.

In 1980, over 740,000 adults took the high school equivalency (G.E.D.) test around the nation and 70 percent of these, 525,000 American, earned high school credentials that way.

THE NUMBERS GAME

A recent (1979) report to the Ford Foundation by Carman St. John Hunter and David Harman entitled Adult Illiteracy in the United States states on p. 28, "when we use the criterion of high school completion to help delineate the population that has not achieved functional literacy, we arrive at essentially the same figure as that arrived by those who use competency levels: somewhere between 54 and 64 million."

LITERACY AND EARNINGS

Forty percent of the adults with yearly incomes under $5000 are functionally incompetent. Over one-third of the mothers receiving Aid-to Families with Dependent Children (A.F.D.C.) are illiterate. Americans who do not complete high school earn about two-thirds the salary of those who do. Those who do not complete grade school earn even less--about half as much as those completing high school.

LITERACY AND EMPLOYMENT

Since 1964 the U.S. has spent $65 billion in job training programs for unskilled youth. Yet, of the nation's 8 million unemployed, 4 million to 6 million are estimated by U.S. Labor Department analysts to lack the basic skills of communications, personal relations, motivation, self-confidence, reading and calculating that would enable employers to train them for the jobs that will open up in the next few years. (WASHINGTON POST, August 7, 1981).

Meanwhile, yearly costs for welfare programs and unemployment compensation due to illiteracy are estimated at over $6 billion. We spend $6.6 billion a year on 700,000 illiterate prison inmates.

LITERACY AND THE ADULT EDUCATION PROGRAM

Nearly 2.3 million people now participate in the adult education program. Some 117,000 of these got a job in 1981 as a direct result of being in the program and about 74,000 were promoted to better jobs. In addition, nearly 141,000 adults enrolled in other training programs at the end of their adult education studies.

Of those participating in the Adult Education Program, almost 38,000 persons were removed from public assistance roles in 1981. Over 40,000 Americans voted for the first time as a result of their adult education studies.

Enrollments of institutionalized adults (people in prisons and hospitals) totaled nearly 139,000 in 1981. Adults in urban areas comprised 54.7 percent of the total participants; rural areas, 12.6 percent.

In 1981, an estimated 600,000 limited-English proficient adults were enrolled in adult education courses and about 14,000 adult education students became U.S. Citizens.

In 1981, 22 percent of adult education students were Black and 22 percent Hispanic--a not surprising total in light of the fact that across the Nation, "the number of Blacks and other minorities among the educationally disadvantaged is disproportionately high." (Ford Foundation report, page 43)

Women make up over half the enrollments in the adult education program, ranging from 53 to 58 percent of the total. 42 percent of participants are age 16 to 24; 81 percent are less than 45 to 59 years, 7 percent 60 years and over.

THIS LETTER SENT TO ALL FIFTY GOVERNORS

COPY FOR YOUR INFORMATION

APPENDIX G.7

UNITED STATES DEPARTMENT OF EDUCATION
THE SECRETARY

MAR 27 1984

The Honorable
Governor

Dear Governor :

In recent months, I have asked for your help in our efforts to improve the Nation's elementary and secondary schools. Throughout the country, Governors have responded positively by instituting a variety of measures for reforms.

Now I am asking you to join forces with me on behalf of those people who are still ill-equipped to cope with the demands of our complex society. I am speaking about functionally illiterate out-of-school youth and adults.

Functional illiteracy is a hidden problem that cripples too many of our citizens, and that threatens our country's well-being. Conservative estimates indicate that 23 million American adults may be unable to read, write and compute at a level that permits full participation in work, home and community. Our Nation cannot afford the loss in productivity and the human suffering generated by functional illiteracy.

On September 7, 1983, President Reagan announced the Adult Literacy Initiative, which triggered the Department of Education's response to this National need. In his announcement, the President said that an important thrust of the Initiative would be to encourage the development of State Literacy Councils. As with other educational issues, the problem of adult functional illiteracy cannot be solved by the Federal Government alone. We need cooperation at all levels in order to make real improvements in our Nation's literacy.

We would like to work closely with States to promote effective literacy services for youth and adults. Please let us know if there is anything we can do to help you in your State, or if you would like more information about our literacy activities and the efforts underway in other States. Feel free to contact me directly or to call Diane Welch Vines, Director of the National Adult Literacy Initiative, at (202) 472-9020 to discuss this further.

Thank you for your continued cooperation and support.

Sincerely,

T. H. Bell

400 MARYLAND AVE., S.W. WASHINGTON, D.C. 20202

Rec'd MAY 6 1986

Appendix G.8
US Dept. of Ed.
(Green, May 1986)

Outcomes of Adult Literacy Initiative Goals
(for Coalition for Literacy)

NOTE: Most of the goals for the Adult Literacy Initiative (ALI) are open-ended and do not have clear-cut, quantifiable outcomes. They involve the creation of processes, rather than products, most of which have to do with promoting awareness, improving coordination and communication, and stimulating new resources for literacy. The following synopsis is not exhaustive of the full range of ALI efforts.

1. Promotion of National Awareness Campaign:

Since 1983, ALI has maintained liaison with the Coalition for Literacy, through ad hoc membership in its Executive Committee. The Coalition received grants from the Secretary of Education's Discretionary Fund in 1984 and 1985 in support of the National Awareness Campaign. ALI has consistently encouraged cooperation with the Campaign in its newsletters and visits to the field, and has encouraged financial support for the Coalition in dealings with other public and private agencies.

In addition to working with the Coalition for Literacy, ALI is actively cooperating with other major awareness activities in the field, such as ABC/PBS's Project Literacy U.S. and KCET's "The American Ticket." In fact, the discussions which led to the creation of PLUS were held in the Initiative office with WQED in Pittsburgh and the Corporation for Public Broadcasting.

2. Establishment of National Adult Literacy Project (NALP)

In response to President Reagan's original charge to ALI, the Department's National Institute of Education commissioned the NALP, an 18-month study of adult literacy programs and practices conducted by the Far West Laboratory for Educational Research in conjunction with the Network. The NALP was completed in spring 1984. Its products were 10 papers describing the state-of-the-art in literacy and offering recommendations for future policy. The most extensive of these papers has been published in book form, is entitled Effective Adult Literacy Programs: A Practitioner's Guide and includes descriptions of promising adult literacy practices nationwide. All 10 papers are available through ERIC, the Department's Education Resource Information Center.

With regard to research and development in general, ALI has been influential in bringing adult literacy to a higher level of visibility, especially in the area of reading research. It works closely with the Department's Office of Educational Research and Improvement in planning conferences of practitioners and scholars, and in the formulation of proposals for field research. ALI also collaborated in the development of the Young Adults Study, a survey of the literacy skills of 3,600 young adults between 21 and 25 years of age. The results of this survey, which has been conducted by the National Assessment of Educational Progress, are due in late spring 1986.

3. Establishment or designation of Literacy Councils

Since September 1983, ALI has maintained contact with Governors, State Departments of Education, State libraries, mayors and literacy programs at all State and local levels. This contact has included letters from the Secretary of Education and Initiative Director; participation in national, State and local conferences; and informal meetings, all encouraging the creation of councils, campaigns and initiatives for literacy. The Initiative has maintained close contact with the office of Mrs. George Bush, whose active and far-reaching advocacy for literacy has included the same kind of encouragement. While the establishment of such groups and efforts are at the discretion of States and localities, and it is impossible to separate out the effect of Washington influence from the various other national efforts, it is safe to say that the Initiative shares in the responsibility for the creation of the at least 33 State councils and an undetermined number of local literacy councils.

ALI has also created what might be considered a Federal literacy council, through the establishment of a literacy subcommittee of FICE, the Federal Interagency Committee on Education. FICE, which includes representation from all Federal departments and agencies with a stake in education, has a Congressional mandate to oversee and improve the coordination of federal activities related to education. FICE's literacy subcommittee has the same charge with regard to literacy. One of the subcommittee's major activities has been the Literacy Management Project, a contract awarded to the Washington Consulting Group to conduct a survey of all literacy and literacy-related programs government-wide. This survey seeks to pinpoint Federal resources for literacy in all departments and agencies.

4. Promotion of College Work-Study Projects

In collaboration with the Department's Office of Postsecondary Education, ALI created the CWS Literacy Program in 1983. For the past three years, this effort has provided supplemental funding from unexpended work-study monies to colleges for the purpose of employing work-study students in literacy programs, either on or off campus. The only eligibility requirement has been that the college have had some prior involvement in literacy activities. To date, 68 schools have received a total of $1.796 million for CWS literacy projects. This activity has been emulated by States such as Kentucky (through its 14 community colleges) and, most recently, Washington.

5. College credit and Volunteerism

Through letters and ongoing contacts, the Secretary of Education, the Office of Postsecondary Education and ALI have urged colleges and universities to become involved in literacy through student and faculty volunteerism and the provision of for-credit practicum courses in literacy. ALI has actively supported the Washington Education Project, a program for creating for-credit courses in literacy.

6. Networking of Literacy-Related Departments

In addition to the network created by the literacy subcommittee of FICE, ALI has established relationships with a number of other departments concerned with literacy. For example, ALI has worked with Head Start, Administration for Children, Youth and Families, in their supplemental funding (at about $5,000 each) of 15 literacy demonstration activities for parents of participating children. ALI cooperated with the Administration of Aging, Department of Health and human Services, in their creation of 30 State demonstration literacy projects for the aging (with funding of approximately $45,000 each). ALI also worked closely with the National Council on the Aging in their development o Project LEEP, Literacy Education for the Elderly Program), which has 25 demonstration sites nationwide.

ALI is currently working with the Department of Labor to explore extended uses of the Job Training Partnership Act for literacy and the Department of Defense to consider ways of transferring promising computer technology to the literacy field.

7. Establishment of the Federal Employee Literacy Training (FELT) Program

Through FICE, ALI created the FELT program, which enlists Federal employees nationwide as volunteers for local literacy programs. As of winter 1983, over 50 Federal departments and agencies had joined the Department of Education in FELT, and over 1,700 employees had been recruited, with about 500 trained and matched with students in local literacy programs.

8. Liaison with volunteer groups (and the business community)

ALI has maintained continuous contact with the major volunteer literacy organizations--Laubach, LVA and Lutheran Churchwomen. It has established relationships with groups like the American Legion, the General Federation of Women's Clubs, the Assault on Illiteracy Program and Volunteers of America, all of which have created their own national literacy efforts. ALI has also maintained cooperative relationships with leaders for literacy in the business community, notably the Business Council for Effective Literacy, B. Dalton Bookseller, Cambridge Book Company. ALI has worked with groups planning literacy efforts, such as the Gannett Foundation, and continues to encourage greater involvement and support for literacy from major corporations such as IBM, Simon and Schuster and General Motors.

developed by Susan
Green at the
request of CFL
(5/6/86)

APPENDIX H.1

THE ADVERTISING COUNCIL

CRITERIA

The Council's criteria were formulated after careful study by a Special Committee of the Board of Directors. In their present form they include changes adopted on the basis of years of experience. It is the opinion of the Board that they represent reasonable standards of integrity, public acceptance and general appropriateness in forming recommendations to the media.

(1) That the project be non-commercial, non-denominational, non-partisan politically, and not designed to influence legislation. ✓

(2) That the purpose of the project be such that the advertising methodology can help achieve its objectives.

(3) That, if the organization is a fund-raising one, the Advertising Council will take into consideration whether or not it currently meets the standards of public and private accreditation organizations such as The National Information Bureau.

(4) That the project be national in scope, or sufficiently national so that it is relevant to media audiences in communities throughout the nation.

(5) That the appeal for support shall be one properly made to Americans generally whether delivered by national or local media. The project will not be rejected because it is in the interest of one group if the action messages have wide appeal, national significance and local applicability.

(6) That the project be of sufficient seriousness and public importance to warrant donations of space or time by national and local media.

Advertising Council Press Kit, Dec. 1984

APPENDIX H.2
Advertising Council
Campaign News Conference
December 12, 1984

VOLUNTEER AGAINST ILLITERACY CAMPAIGN NEWS CONFERENCE
WEDNESDAY, DECEMBER 12, 1984 -- 10:00 A.M
TRUSTEES ROOM - NEW YORK PUBLIC LIBRARY
FIFTH AVENUE & 42nd STREET
AGENDA

WELCOME	John Elliot, Jr., Chairman The Advertising Council Chairman Emeritus, Ogilvy & Mather International
THE ADVERTISING COUNCIL BACKGROUND	Robert P. Keim, President The Advertising Council
INTRODUCTION TO CAMPAIGN	Robert F. Lauterborn, Volunteer Coordinator, The Advertising Campaign Director-Marketing Communications & Corporate Advertising, International Paper Company
COALITION FOR LITERACY BACKGROUND	Violet Malone, Chairperson Coalition for Literacy State Leader, Extension Education, University of Illinois, Urbana
PRESENTATION OF ADVERTISING CAMPAIGN	Steve Davis, Senior Vice-President, Account Director Benton and Bowles, Inc.
INTRODUCTION OF COALITION FOR LITERACY STUDENTS	
REMARKS	Mrs. George Bush
QUESTIONS AND ANSWERS	

DECEMBER 12, 1984 -- PRESS CONFERENCE (GUESTS)

Jinx Crouch - Literacy Volunteer of America

Arthur Colby
President
Literacy Volunteer of America
93 Randolph Drive
Glastenbury, CT 06033

Ruth Colvin
Founder
LVA
112 Bradford Lane
Syracuse, NY 13224

Wally Amos
Spokesperson
LVA
215 Lanipo Drive
Kailua, Hawaii 96734

Jean Coleman - Coalition for Literacy: Media Campaign

Mr. E.J. Josey
President
American Library Association
12C Old Hickory Drive
Albany, NY 12204

Dr. Vartan Gregorian
President
New York Public Library
5th Avenue and 42nd Street
New York, NY 10018

Ms. Peggy Barber
Deputy Director of Communications
American Library Association
50 East Huron Street
Chicago, IL 60611

Mr. Gary Strong
State Librarian
California State Library
P.O. Box 2037
Sacramento, CA 95809

Mr. Jim Edger
Secretary of State/State Librarian
213 Capitol Building
Springfield, IL 62756

Ms. Virginia Mathews
Vice-President
Shoe String Press
P.O. Box 4327
Hamden, CT 06514

Dr. Jorie Mark
U.S. Department of Education
4561 Indian Rock Terrace, N.W.
Washington, D.C. 20007

Anabel Newman - International Reading Association

Dr. Beatrice Cullinan
International Reading Association
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APPENDIX H.4

Advertising Council: Market Research Report
(February, 1985)

Ad Council

Coalition for Literacy

Market Research Report

RESULTS OF A PRE-ADVERTISING
BENCHMARK WAVE
OF THE
"VOLUNTEER AGAINST ILLITERACY"
CAMPAIGN TRACKING STUDY

R+R
5/31/85

February, 1985

RETENTION LIMIT 1 yr
COPY NUMBER 16

Prepared for the Coalition of Literacy

and the Advertising Council

Research Services–Benton & Bowles, Inc.

Background

During late-November and early-December of 1984, Benton & Bowles conducted a pre-advertising wave of a tracking study to measure awareness and attitudes toward illiteracy in the U.S. This "benchmark" will be used as the base of comparison with future subsequent waves to see how B&B's "Volunteer Against Illiteracy" campaign for the Coalition for Literacy affects knowledge of, and feelings about, the illiteracy problem in America.

METHODOLOGY AND SAMPLE

How selected?

In all, 542 telephone interviews were conducted by MKTG., Inc., an independent market research company. Interviews were conducted among adults 18 and over from a cross-section of the entire U.S. The interviewing began on November 29 and ran until December 4, 1984. A second wave is scheduled for early July, 1985, after advertising has been on-air for 6 months, with possible subsequent waves every 6 months thereafter.

The respondents interviewed in this benchmark wave were highly representative of all U.S. adults. In addition, this national sample yielded the following "sub groups":

- One in five respondents (22%) fall into the Volunteer Against Illiteracy target audience defined as...
  - Adults ages 25+ who earn household incomes of $25,000 or more and have shown a propensity toward volunteering in the past
  - Interestingly, slightly over half of these target individuals were men.
- Over one-third (37%) of our sample told us they know someone who is illiterate.

DETAILED FINDINGS

The following summaries outline our specific observations from this benchmark wave and provide detailed tables of findings.

Note that for comparison purposes and to hide the true reason for the survey, most of the questions respondents were asked dealt with a range of social issues. These were:

- Alchoholism
- Child Abuse
- Drug Abuse
- Homeless People
- Teenage Pregnancy
- Teenage Suicide
- Illiteracy

In analyzing the data that follow, Illiteracy is shown as it relates to these other social issues.

Familiarity With Illiteracy

Q. "Based on everything you know or have read or seen, how familiar do you feel you are with the issues surrounding...?"

Using a 4-point, "know almost nothing" - "know a lot" scale, familiarity with the issues of illiteracy are lower than many of the other social problems probed. Specifically, familiarity with alcoholism was highest at 3.12 (out of 4), issues of the homeless lowest (2.33), but illiteracy was close to lowest with a 2.39 rating.

- Target respondents are somewhat more familiar with illiteracy issues than non-target individuals, but in fact our target rate their knowledge of all of these social issues higher than non-target.

(Table 1)

Table 1

FAMILIARITY WITH SOCIAL ISSUES
(Mean of 1-4 Scale*)

(Base: All Respondents)	Total (542)	Target (121)	Non-Target (421)
Familiarity With...			
Alcoholism	3.12	3.21	3.10
Drug Abuse	2.95	3.18	2.88
Child Abuse	2.87	2.96	2.85
Teenage Pregnancy	2.75	2.74	2.76
Teenage Suicide	2.42	2.51	2.39
ILLITERACY	2.39	2.55	2.34
Homeless People	2.33	2.31	2.33

Q. Based on everything you know or have read or seen, how familiar do you feel you are with the issues surrounding (ISSUE)? Would you say you know a lot abut this problem, that you know something about it, that you know only a little, or that you know almost nothing about this problem?

*Know a lot = 4, Know almost nothing = 1

What Society is Doing About Illiteracy

"On a scale from 1 (almost nothing) to 6 (everything that can be done) how do you feel Society is handling...?"

The feeling here is that Society is doing about "average" in handling illiteracy. On our 1-6 scale, illiteracy got a mean rating of 3.06. This compares with alcoholism's high of 3.89 and the homeless issue's low of 2.64.

- Both target and non-target respondents feel about the same on Society's treatment of illiteracy.

(Table 2)

Table 2

HOW SOCIETY IS HANDLING SOCIAL ISSUES
(Mean of 1-6 Scale)

(Base: All Respondents)	Total (542)	Target (121)	Non-Target (421)
How Society is Handling...			
Alcoholism	3.89	3.90	3.88
Child Abuse	3.57	3.43	3.62
Drug Abuse	3.54	3.58	3.52
Teenage Pregnancy	3.25	3.11	3.29
ILLITERACY	3.06	2.96	3.08
Teenage Suicide	2.86	2.68	2.90
Homeless People	2.64	2.33	2.73

Q. Still, thinking about those same social issues, how do you feel society is handling them?

I would like you to rate each issue on a scale from 1 to 6, where 1 means you feel "Society is doing almost nothing about this issue," 6 means you feel "Society is doing everything that can be done about this issue," and the numbers in between mean you feel somewhere in between.

On a scale from 1 to 6 how do you feel Society is handling (ISSUE)?

Awareness of Illiteracy Advertising

"In the past 3 months, do you remember seeing or hearing any advertising for...?"

Despite the fact that B&B's "Volunteer Against Illiteracy" campaign had not begun at the time of this wave, 1 in 5 respondents said they had seen some advertising about illiteracy. However, compared to advertising awareness for all of the other social issues we probed, illiteracy's is by far the lowest.

(Table 3)

Among those who claimed they had seen illiteracy advertising, most said they saw it on T.V., and several said they had seen it in newspapers. (These two media were common sources of the advertising encountered for all of these social issues.)

(Table 4)

Those who saw illiteracy advertising told us that it spoke about...

- children/students who cannot read (fault of the schools)
- special programs to help illiterates (local and regional)
- large numbers of illiterates/a national problem

(Table 5)

Table 3

ADVERTISING AWARENESS

(Base: All Respondents)	Total (542) %	Target (121) %	Non-Target (421) %
Aware of Advertising For....			
Child Abuse	86	90	85
Alcoholism	82	87	81
Drug Abuse	82	88	80
Teenage Suicide	71	77	69
Teenage Pregnancy	56	54	57
Homeless People	55	53	56
ILLITERACY	21	19	22

Q. In the past 3 months, do you remember seeing or hearing any advertising about...(ISSUE)?

Table 4

WHERE SAW ADVERTISING FOR ILLITERACY

(Base: All Respondents)	Total (542)	Target (121)	Non-Target (421)
Aware of Illiteracy Advertising	21%	19%	22%
Saw/Heard Illiteracy Advertising...			
On Television	13	13	12
In Newspaper	8	3	9
In Magazine	3	2	3
On Radio	1	1	1
Others	1	1	*
Don't know	*	1	--

Q. And where did you see or hear advertising for (ISSUE)?

*Less than 0.5%.

Table 5

ILLITERACY ADVERTISING CONTENT RECALL
(Mentioned by 5 People or More)

(Base: All Respondents)	Total (116) %	Target (23)** %	Non-Target (93) %
Children/Students Can't Read (Net)	28	44	25
Fault of Schools (Sub Net)	16	22	14
Fault of schools (gen.)	13	*	13
Most people in school/ students came out of school not knowing how to read/write	9	*	8
Jr. High/High School grads can't even read newspaper headlines	7	*	7
Special Programs (Net)	23	22	24
Special programs/free classes/ places to learn how to read	17	22	16
Special program in the area	6	--	8
Large Number/National Problem (Net)	22	26	22
Large number/high rate of illiteracy in U.S./more than many believe	12	*	11
Growing problem/more today than before	5	*	5
Problem of specific groups (minorities, etc.)	6	*	*
Problem in specific area/city/ state	4	*	*
Just remember seeing/hearing it	15	*	15
Don't remember	6	--	8

Q. You said that you have seen or heard advertising about Illiteracy. What do you remember about that advertising? (PROBE) What else did it say or show? What else do you remember about it? What else?

*Mentioned by less than 5 people
**Caution: small base

Willingness to Consider Volunteering for Illiteracy

"...How likely would you be to consider volunteering your time to work on...?"

Half (51%) of all respondents said they definitely/probably would not consider volunteering for functional illiteracy, versus 37% who said they definitely/probably would consider volunteering. These levels are consistent with those of every other social issue probed except child abuse (which had many more positive responses).

- Encouragingly, target respondents were more positively disposed toward volunteering for illiteracy than non-target individuals (who are generally less likely to volunteer for any of these social problems).

(Table 6, 7)

Reasons why people would consider volunteering against illiteracy were primarily...

- Would be rewarding/I like to help
- It is important to be able to read

Reasons why people would not consider volunteering:

- Don't have the time
- Don't feel qualified

(Tables 8a, b)

Table 6

LIKLIHOOD TO CONSIDER VOLUNTEERING TO WORK ON SOCIAL ISSUES
(Mean of 1-5 Scale*)

(Base: All Respondents)	Total (542)	Target (121)	Non-Target (421)
Liklihood to Consider Volunteering on...			
Child Abuse	3.15	3.55	3.04
Teenage Suicide	2.81	2.99	2.75
Homeless People	2.78	2.90	2.74
Alcoholism	2.74	2.88	2.69
ILLITERACY	2.71	2.98	2.63
Drug Abuse	2.71	2.97	2.64
Teenage Pregnancy	2.69	2.78	2.67

Q. Let me remind you that we are not looking for volunteers or donations, but we are interested in how likely you would be to consider volunteering your time to work on these social issues? For each of the following issues, please tell me whether you definitely would consider volunteering, probably would consider volunteering, might or might not not consider volunteering, probably would not consider volunteering or definitely would not consider volunteering.

*Definitely would = 5, Definitely would not = 1

Table 7

LIKLIHOOD TO CONSIDER VOLUNTEERING TO WORK ON SOCIAL ISSUES

(Detail)

- % Across -

Liklihood to Consider Volunteering On... (Base: Total)	Definitely Would		Probably Would	Might/Might Not	Probably Would Not		Definitely Would Not
Child Abuse	27	51	24	10	15	39	24
Teenage Suicide	17	40	23	13	18	47	29
Homeless People	13	39	26	14	20	47	27
Alcoholism	15	38	23	12	20	50	30
ILLITERACY	15	37	22	12	22	51	29
Drug Abuse	13	37	24	13	19	50	31
Teenage Pregnancy	14	37	23	12	21	51	30

(Base: All Respondents -- 542 for each issue)

Q. See Table 6

Table 8a

REASONS WHY ONE WOULD CONSIDER VOLUNTEERING TO WORK ON ILLITERACY

(Mentioned by 5 People or More)

(Base: Definitely/Probably Would Consider)	Total (200) %	Target (54) %	Non-Target (146) %
Rewarding/Like to Help (Net)	51	41	54
Like/want to/should help	49	39	53
Rewarding/feel better when I do my part	5	*	4
Important to Read (Net)	44	41	45
Important to be able to read/ everyone should be able to read	29	20	32
Reading helps you make it/ better way of life	10	*	11
Reading/writing can help get a job/with job application	8	9	7
If you can't read/can't do do anything in life	6	9	4
Feel Qualified (Net)	19	28	5
Teacher/education background	10	15	8
Feel qualified/feel I can help	9	13	8
Society Problem (Net)	15	20	13
Would be better for society/ nation/world	7	*	7
Major problem/issue in the U.S.	6	9	5
So many/too many illiterates in the U.S./world	3	*	*
They Need Help (Net)	12	11	12
They need help (gen.)	8	*	10
Neglected/problem doesn't get enough attention	4	*	*

Table 8a (cont.)

REASONS WHY ONE WOULD CONSIDER VOLUNTEERING TO WORK ON ILLITERACY
(Mentioned By 5 People or More)

(Base: Definitely/Probably Would Consider)	Total (200) %	Target (54) %	Non-Target (146) %
Sad that people can't read/ it's a shame	9	*	10
Know someone who is/I am illiterate	6	--	8
Anyone can learn with help/ opportunity	5	*	5
Schools'/education system's fault	4	*	3
Many illiterates want to learn/embarrassed to go back to school	3	*	*
No time/if I had time	3	*	*

Q. You said that you (REPEAT ANSWER FOR ILLITERACY MARKED IN Q.4) consider volunteering to work on illiteracy. Why do you feel that way? (PROBE) Why else do you say that? Why else?

Table 8b

REASONS WHY ONE WOULD NOT CONSIDER VOLUNTEERING TO WORK ON ILLITERACY

(Mentioned By 5 People or More)

(Base: Definitely/Probably Would Not Consider)	Total (276) %	Target (50) %	Non-Target (226) %
No Time (Net)	48	48	47
Too busy/don't have time	37	28	39
Work too much/takes all my time	12	12	12
If I had time/depends on time	5	16	3
Have children to support/care for	4	*	4
Don't feel Qualified (Net)	24	32	23
Not capable/qualified/ no teaching background no special training	14	16	13
Don't know enought about it/ wouldn't know how	12	16	11
Can't get involved because of health	11	*	13
Can't get involved because of age	10	--	12
Not a big problem/other issues more important	8	16	7
Don't have patience/don't work well with people	7	*	8
If they want to learn/there are public education/other programs	3	*	4
Like to/want to/willing to help	2	*	*
Schools'/education system's fault	2	*	*

Attitudes About Illiteracy

"Now I'm going to read some statements about illiteracy, and I would like you to tell me how much you agree or disagree with each one.

The indication here is that attitudes toward the illiteracy problem and its "solvability" are already strong.

Using a 5 point scale from Disagree Completely (1) to Agree Completely (5) the following attitudes were measured:

	Total (Mean)
Respondents Generally Agree That...	
• Many illiterate adults are capable of learning how to read and write	4.52
• Many illiterate adults want to learn how to read and write	4.38
• If you can read, you can teach someone how to read	3.99
• Illiteracy is a major problem in the U.S	3.77
Respondents Generally Disagree That...	
• You need a teaching degree to teach someone how to read and write	1.77
• People who are illiterate should teach themselves to read and write without help from others	1.73

Target and non-target respondents tended to rate these statements similarly.

Estimated Number of Illiterate U.S. Adults

"Given that there are nearly 200 million adults all together in the U.S., and based on everything you know or have seen or heard, what is your best estimate of the number of adult Americans who are illiterate?"

The median response to this question was approximately 10 million, with only 16% of all respondents saying 27 million or more.

Table 9

ESTIMATED NUMBERS OF ILLITERATE ADULTS IN U.S.

(Base: All Respondents)	Total (542) %	Target (121) %	Non-Target (421) %
Less that 1 million	18	12	19
1-5 million	22	29	20
5-10 million	10	11	10
10-15 million	10	10	10
15-27 million	13	15	13
27 million	1	1	1
	16	15	16
More than 27 million	15	14	15
Don't know, no answer	11	8	12

CONCLUSIONS AND IMPLICATIONS

While awareness of the U.S illiteracy problem exists, familiarity with it is at low levels compared to other social issues. In addition, awareness of advertising promoting anti-illiteracy programs in the past have, until now, generated only sparse awareness for themselves. At the same time, the public's estimations of the extent of the problem is greatly understated.

On the other hand, attitudes about the illiteracy problem are already strong, and people seem to feel that they were capable of helping. However for various reasons, only about one in 3 say they would be willing to consider volunteering for this cause.

The test of the B&B's "Volunteer Against Illiteracy" campaign will be its ability to generate awareness for itself and the problem, maintain the strong attitudes toward the "solvability" of adult illiteracy and strive to improve the willingness of Americans, especially our target audience, to consider volunteering. Subsequent waves of this tracking study will measure the campaign's success toward achieving those goals.

American Association of Advertising Agencies Inc., 666 Third Avenue, New York, N.Y. 10017 • (212) 682-2500

agw

November 12, 1985

To: Coalition for Literacy
Executive Committee

Re: Benchmark Results

Attached is your copy of the complete benchmark research report.

Cordially,

Gloria

Gloria Lanza-Bajo
Vice President

GLB/mer
Enc.

CC: Eval: Phase 1
Advertising Council Benchmark Study

Discussed w/ ETeam 12/6/85

AAAA

BENTON & BOWLES USA
[illegible] THIRD AVENUE, NEW YORK, N.Y. 10022/212·758·6200

November 4, 1985

GLB
NOV 7 - 1985
AAAA

Ms. Norma Kramer
The Advertising Council
825 Third Avenue, 25th floor
New York, NY 10022

Re: "Volunteer Against Illiteracy" Advertising Tracking Study Wave II

Dear Norma:

This forwards the Agency's analysis of the post-advertising wave of the "Volunteer Against Illiteracy" tracking study.

The objective of the tracking study was to determine the impact of "Volunteer Against Illiteracy" campaign by measuring public awareness and attitudes toward illiteracy. The benchmark pre-advertising wave was conducted in early December, 1984, while the post-advertising wave was conducted nine months later, in August 1985.

Overall, we are extremely pleased with the Wave II results of the advertising tracking study. A detailed analysis of the research is attached, however, three key findings should be highlighted:

- The "Volunteer Against Illiteracy" advertising has contributed to significantly increasing awareness of "illiteracy" advertising.
- The campaign accounted in part for marked increases in the perception that "illiteracy is a major problem in the U.S."
- There was a significant increase in attitudes regarding the "solvability" of the illiteracy problem, particularly among the target audience.

In reviewing implications for future copy development the research reaffirmed the importance of communicating that few qualifications are needed to volunteer. While the advertising contributed to significant progress in this area, the perceived lack of qualifications remains the second most important reason for not volunteering. As expected, time constraints are the most important barrier to volunteering and, as such, we should consider referencing the fact that the time required by tutoring or helping "in countless other ways" can be flexible.

Overall, we are very encouraged by the Wave II tracking study results and feel they confirm the potential of the "Volunteer Against Illiteracy" campaign to further increase volunterism among the target audience. Limited funding permits us to refresh the campaign with only two new print ads in Year II. However, the research results suggest that focussing Year II efforts on generating strong media support behind the existing advertising will continue to be effective in increasing awareness of the problem and most importantly, volunteerism.

Norma, I look forward to discussing this with you at your earliest convience.

Best regards,

Margot/lt
Margot Bowen

cc: G. Lanza-Bajo ✓
R. Lauterborn

444

CHICAGO HOUSTON LOS ANGELES NEW YORK

Ad Council

Coalition for Literacy

Advertising Research Report

REPORT ON A
POST-ADVERTISING WAVE
OF THE
VOLUNTEER AGAINST ILLITERACY
TRACKING STUDY

OCTOBER, 1985

Research Services—Benton & Bowles, Inc.

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Appendix...42

BACKGROUND

During late November and early December of 1984 Benton and Bowles conducted [illegible] first wave of a tracking study for the Coalition for Literacy. This [illegible]-advertising wave was intended to serve as a benchmark measure of public awareness and attitudes towards illiteracy. Subsequent waves of the Tracking study could then measure the impact of B&B's "Volunteer Against Illiteracy" campaign.

Wave II of the Tracking study was conducted approximately 9 months later during the end of July and beginning of August, 1985. This report compares the results of the first two waves to assess the effect of the campaign to this point.

METHOD AND SCOPE

Wave I consisted of 542 telephone interviews and in Wave II 500 interviews were conducted. Both waves were done among adults 18 and over representing a cross-section of the U.S. population.

In addition, these national samples yielded the following sub-groups of the population:

- Target Audience - Defined as adults 25 years of age and over, with household incomes of $25,000 or more who have shown a past propensity toward volunteering. In Wave I 22% of the total sample qualified and in Wave II 25% fell into this target group.
- Personally Know An Illiterate - Wave I yielded 37% of the national sample who personally knew someone who was illiterate. In Wave II the figure was 36%.

For Comparison purposes and to disguise the true subject of the study, respondents were questioned about a range of social issues. These were:

Illiteracy
Drug Abuse
Teenage Suicide
Alcoholism
Child Abuse
Teenage Pregnancy
Homeless People

Analytical Note

In comparing the results of the two waves it must be kept in mind that interviewing for Wave I occurred during the pre-Christmas holiday Season. In addition, both waves were conducted during different time periods. Both of these factors can influence results from one wave to another.

- o First, we know that media coverage can influence "advertising" awareness. Thus, if the plight of the homeless is considered to be a newsworthy item during the Christmas/winter season it could heighten "advertising" awareness.

- o Secondly, the charitable spirit of Christmas may have stimulated the disposition of people to volunteer to help any charitable cause.

EXECUTIVE SUMMARY

EXECUTIVE SUMMARY

- Awareness of "advertising" about illiteracy (claimed recall of all types of illiteracy advertising or programming efforts) increased significantly from Wave I to Wave II (21.4% to 30.0%). This increase is particularly notable among the target audience* and among people who personally know an illiterate person.

- The influence of the "Volunteer Against Iliteracy" campaign is clearly indicated by the advertising elements recalled in Wave II.

  - In all, 34% who saw illiteracy advertising specifically played back points which can be reasonably attributed to VAI advertising (related recall), or mentioned elements that could only have come from seeing the campaign (proven recall).

  - For example, 10.0% specifically recalled the particular commercial/advertisement that showed a "man trying to read to his daughter."

  - Concurrent with the significant increase in specific recall, there was a dramatic drop in the more general elements people played back -- for example, "students can't read," "it's the fault of the schools," etc.

- "Familiarity" with the illiteracy issue among the general public showed only some directional increases (43.9% to 47.8%).

  - However, there was significantly greater familiarity with the illiteracy problem among those who had seen "advertising" for illiteracy, versus those who had not.

  - Nonetheless, the fact remains that fewer than half of the American people feel they at least "know something" about illiteracy, and this level of "knowledge" is lower than all of the other social problems probed in this study.

- Attitudes toward illiteracy were maintained at the consistently strong levels seen in Wave I. Basically, the American people continue to feel that illiteracy is a problem about which something can be done.

  - Even given these exceptionally strong and positive in-going attitudes, significant increases in attitudes toward illiteracy were evident in Wave II, particularly among the target public.

---

*Target Audience is defined as adults 25 years or older with household incomes of $25,000+, who have shown a positive propensity toward volunteering for social issues.

- There was a significant increase in the number of Americans who generally agree that "illiteracy is a major problem in the U.S." (67.9% to 72.0%).

    - In both waves, approximately one-fourth (23.3%) volunteered that the "advertising" for illiteracy specifically spoke about this "large/national problem."

    - However, the fact that 27 million American adults are illiterate was not specifically played back in advertising recall.

- Volunteerism in general, regardless of the social issue probed, decreased significantly from Wave I to Wave II.

    - The response to this question seems to have been influenced by the time of year when the interviews for this study were conducted. Wave I was conducted just prior to Christmas, and the "spirit of the season" appears to have inflated "willingness to consider volunteering" levels.

    - Encouragingly, however, the target audience was not only more likely to consider volunteering for illiteracy than non-target individuals in Wave II, their likelihood of volunteering remained constant from wave to wave, without demonstrating the seasonal differences experienced overall.

    - Also encouraging is the fact that people who recalled seeing illiteracy "advertising" were significantly more likely to consider working against illiteracy (40.0%) than those who did not recall advertising (28.3%).

- The main reason why people would consider volunteering to help with adult illiteracy is that "it would be rewarding" or "I would like to help." The level of these responses increased dramatically from 50.5% in Wave I to 57.9% in Wave II.

    - The two key reasons why people would not consider volunteering against illiteracy remain "I don't have the time" and "I don't feel qualified."

    - However, consistent with the "Volunteer Against Illiteracy" campaign theme -- "the only degree you need is a degree of caring" -- there are significantly fewer Americans today who feel they are not qualified to help.

CONCLUSIONS AND IMPLICATIONS

CONCLUSIONS AND IMPLICATIONS

The advertising and programming efforts on behalf of functional illiteracy -- including, the "Volunteer Against Illiteracy" campaign -- have significantly increased awareness both of the efforts themselves and the overall problem they address. This is especially true among the target public.

However, there is still room and opportunity to increase these awareness levels; awareness of illiteracy advertising, and knowledge or familiarity with the adult illiteracy problem itself. In addition, these increases need to be more in the area of specific aspects of the problem and its ability to be corrected, rather than the more general idea that "it's a major problem in the U.S."

There are continuing indications that the "Volunteer Against Illiteracy" campaign and other similar efforts have a strong potential to persuade target individuals to actually volunteer (as evidenced both by attitudes measured in this study, and the increasing levels of prospective volunteers calling or writing to the Contact Literacy Center in response to advertising placements). Thus, we must continue to "get the message out" to the public with increasing weight in order to motivate action.

As implications toward further VAI advertising development, the Tracking Study results suggest continuing to address the feeling among many that they don't feel qualified to help fight illiteracy. In addition, any effort toward recruiting volunteers must address the all-important resistance due to time constraints.

- By stressing the personally rewarding aspects of volunteering as well as pointing out the pressing need for volunteers, advertising and other efforts against illiteracy may be able to further erode these barriers to the public's willingness to help.

DETAILED FINDINGS

ADVERTISING AWARENESS

o "In the past 3 months, do you remember seeing or hearing any advertising for...?

o Wave II shows a significant increase in the percentage of people who said they had seen some advertising for illiteracy. Advertising awareness increased by almost 9 percentage points to a level of 30%.

o Among the target, illiteracy is the only social issue that shows a significant increase in advertising awareness. The magnitude of the increase is greater among the target audience than the general public. The target's advertising awareness increased from 19.0% to 33.1%.

o Advertising awareness increased in all geographic areas. While advertising awareness is still lowest in the West, the increase in awareness from Wave I to Wave II is the most dramatic - from 14.2% to 23.1%.

- The increase in the Northeast, however, is relatively not as great as it is for the rest of the country perhaps because it started at a higher level in Wave I.

o As might be expected, awareness of advertising about illiteracy is higher among those who personally know someone who is illiterate. Those with some exposure to the problem might well be more sensitive to advertising that addresses the issue. Nevertheless, advertising awareness increased at about an equal rate among both those who know someone who is illiterate and those who don't.

- Among those people who know someone who is illiterate advertising awareness increased from 25.5% to 34.8% - among those who don't, it increased from 19.0% to 27.3%.

o In both waves, T.V. is most frequently cited as the source of advertising awareness. In Wave II fewer people claimed to have seen advertising for illiteracy in newspapers than in Wave I.

ADVERTISING AWARENESS

TOTAL RESPONDENTS

(Base: Total Respondents)	Wave I (542) %	Wave II (500) %
Illiteracy	21.4	$\enclose{circle}{30.0}$
Drug Abuse	81.7	$\enclose{circle}{85.6}$
Teenage Suicide	70.7	$\boxed{58.6}$
Alcoholism	81.9	$\enclose{circle}{85.6}$
Child Abuse	85.8	83.8
Teenage Pregnancy	55.9	53.6
Homeless People	55.4	$\boxed{47.6}$

◯, ☐ Significantly higher, lower than Wave I.

ADVERTISING AWARENESS

TARGET AUDIENCE

(Base:)	Wave I (542) %	Wave II (500) %
Illiteracy	19.0	33.1
Drug Abuse	87.6	91.3
Teenage Suicide	76.9	65.4
Alcoholism	86.8	91.3
Child Abuse	90.1	85.8
Teenage Pregnancy	53.7	52.0
Homeless People	52.9	42.5

AWARE OF ADVERTISING FOR ILLITERACY

(Base: Total Respondents)	Wave I	Wave II
	- % Across -	
Northeast	26.7*	31.4
South	23.4	34.4
North Central	22.0	30.5
West	14.2	23.1
Total	21.4	30.0

*Read: 26.7% of adults in the Northeast were aware of illiteracy advertising in Wave I vs. 31.4% in Wave II.

ADVERTISING AWARENESS
BY PERSONAL KNOWLEDGE AN ILLITERATE

TOTAL RESPONDENTS

	Know An Illiterate		Don't Know An Illiterate	
(Base: Total Respondents)	Wave I (200) %	Wave II (181) %	Wave I (342) %	Wave II (319) %
Illiteracy	25.5	34.8	19.0	27.3
Drug Abuse	83.0	90.6	81.0	82.8
Teenage Suicide	68.5	63.0	71.9	56.1
Alcoholism	81.5	87.3	82.2	84.6
Child Abuse	83.5	82.9	87.1	84.3
Teenage Pregnancy	56.0	57.5	55.8	51.4
Homeless People	52.5	53.0	57.0	44.5

WHERE ADVERTISING FOR ILLITERACY WAS SEEN

TOTAL RESPONDENTS

(Base: Saw/Heard Adv.)	Wave I (116) %	Wave II (150) %
Television	58.6	62.0
Newspaper	36.2	$\boxed{28.7}$
Magazine	12.9	12.0
Radio	6.0	6.0
Other	2.6	4.1
Don't Know	9	2.7

ADVERTISING COMMUNICATION

Q. You said that you have seen or heard advertising about illiteracy. What do you remember about the advertising? (PROBE) What else did it say or show?

The change from Wave I to Wave II in terms of what people recall about illiteracy advertising clearly shows the influence of the "Volunteer Against Illiteracy" campaign.

o In Wave II about one third of the respondents (34.0%) recalled something that could only have come from seeing the campaign (proven recall) or recalled one of the points made by the advertising which can reasonably be attributed to it (related recall).

  - About one in ten (10.0%) recalled the particular commercial/advertisement that showed a man trying to read to his daughter.

  - Related recall consists of playback such as:

    "Adults are illiterate/problem among adults" (6.7%); "showed where to call for help" (6.0%); "asking for volunteers/teachers" (5.3%) and some other mentions.

  - People also recalled other advertising/programming efforts on behalf of illiteracy - such as RIF (Reading is Fundamental) and a Johnny Cash movie on the subject.

o Concurrent with the significant number of people who can recall some element of the advertising, there is a dramatic drop in the number of people who responded in a general way saying that students can't read and it is the fault of schools or that there are special programs for illiteracy.

o In both waves almost one fourth of the people (23.3%) said the advertising spoke about the fact that illiteracy is a large/national problem.

  - However, the fact that there are 27 million American adults who are illiterate was not specifically played back. In addition, when asked for an estimate, Wave II shows no significant increase in the number of people estimating adult illiteracy at either 27 million or more than 27 million. This is true for the target audience as well.

ILLITERACY ADVERTISING CONTENT RECALL*

TOTAL RESPONDENTS

(Base: Recall Illiteracy Adv.)	Wave I (116) %	Wave II (150) %
CHILDREN/STUDENTS CAN'T READ (Net)	28.4	14.7
Fault of the Schools (Sub Net)	15.5	7.3
Fault of schools (general)	12.9	5.3
Students in school/come out of school not knowing how to read write	8.6	3.3
Jr. High School/H.S. Grads can't even read newspaper headlines	6.9	2.7
SPECIAL PROGRAMS (Net)	23.3	7.3
Special programs/free classes/places to learn how to read	17.2	6.0
Special programs in the area	6.0	1.3
LARGE PROBLEM/NATIONAL PROBLEM (Net)	23.3	23.3
Large number/high rate of illiteracy/ more than many believe	12.1	12.7
Growing problem/more today than before	5.2	4.7
PROVEN/RELATED ADVERTISING RECALL (Net)	6.0	34.0
Proven Recall (Sub Net)	--	11.3
Man trying to read to daughter/ child	--	10.0
Related Recall (Sub Net)	6.0	26.7
Problem among adults/adults/ older people are illiterate	2.6	6.7
Showed where to go/call for help	--	6.0
Asking for volunteers/looking for teachers	1.7	5.3
OTHER ILLITERACY ADVERTISING/PROGRAMS (Net) (RIF, Johnny Cash Movie, Mayor of Phila., others)	--	13.3
Problem of specific group (minorities, etc.)	6.0	1.3
Just remember seeing/hearing it	14.7	14.0

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*Mentioned by 5% or more in either wave.

RESPONDENTS ESTIMATED NUMBER OF ILLITERATE ADULTS IN U.S.

TOTAL RESPONDENTS

(Base: Total Respondents)	Wave I (542) %		Wave II (500) %	
Less than 1 million	17.9		21.2	
1-5 million	22.0		21.6	
5-10 million	10.1		10.2	
10-15 million	9.6		9.6	
15-27 million	13.5		10.0	
27 million	0.9	16.0	0.8	18.0
More than 27 million	15.1		17.2	
Don't know	10.9		9.4	

RESPONDENTS ESTIMATED NUMBER OF ILLITERATE ADULTS IN U.S.

TARGET AUDIENCE

(Base:)	Wave I (121) %		Wave II (127) %	
Less than 1 million	12.4		15.0	
1-5 million	28.9		24.4	
5-10 million	10.7		9.4	
10-15 million	9.9		10.2	
15-27 million	14.8		13.3	
27 million	.8	14.8	1.6	21.3
More than 27 million	14.0		19.7	
Don't know	8.3		6.3	

KNOWLEDGE ABOUT ILLITERACY

Q. Based on everything you know or have read or seen, how familiar do you feel you are with the issues surrounding (ISSUE)? Would you say you know a lot about this problem, that you know something about it, that you know only a little, or that you know almost nothing about this problem?

- The percentage of people who feel they know "a lot" or "something" about illiteracy shows some directional increase. However, the fact remains that familiarity with illiteracy is lower than almost all of the other social problems probed. Less than half of the American people feel they "know something" about illiteracy.
  - Those who have seen advertising for illiteracy are significantly more likely to feel they have greater familiarity with the problem than those who have not been exposed to advertising.

KNOWLEDGE ABOUT SELECTED SOCIAL ISSUES

TOTAL RESPONDENTS

	Know A Lot/Something	
(Base: Total Respondents)	Wave I (542) %	Wave II (500) %
Illiteracy	43.9	47.8
Drug Abuse	68.8	69.2
Teenage Suicide	45.4	45.2
Alcoholism	75.9	76.0
Child Abuse	66.8	68.8
Teenage Pregnancy	62.4	67.0
Homeless People	38.5	43.2

KNOWLEDGE ABOUT SELECTED SOCIAL ISSUES

TARGET AUDIENCE

	Know A Lot/Something	
	Wave I	Wave II
(Base:)	(121)	(127)
	%	%
Illiteracy	52.1	55.2
Drug Abuse	78.5	83.5
Teenage Suicide	50.4	51.2
Alcoholism	81.8	85.1
Child Abuse	71.9	80.3
Teenage Pregnancy	62.0	70.1
Homeless People	36.4	49.6

KNOWLEDGE ABOUT ILLITERACY
By Awareness of Advertising

	Wave II			
(Base: Total Respondents)	Seen Advertising (150) %		Not Seen Advertising (350) %	
Know a lot	22.0	58.0	15.7	43.4
Know Something	36.0		27.7	
Only Know a Little	32.7		36.6	
Know Almost Nothing At All	$\boxed{9.3}$		20.0	

⬭, ☐ Significantly higher, lower than those who have not seen advertising.

WHAT SOCIETY IS DOING ABOUT ILLITERACY

Q. Still, thinking about those same social issues, how do you feel society is handling them? I would like you to rate each issue on a scale from 1 to 6, where 1 means you feel "Society is doing almost nothing about this issue," 6 means you feel "Society is doing everything that can be done about this issue," and the numbers in between mean you feel somewhere in between.

- In Wave II, the public felt that Society was doing less about illiteracy than any of the social problems examined (except for homeless people). In addition, respondents in Wave II felt Society is doing less about illiteracy than those in Wave I (this was also true for half of the social issues measured).
  - However, among the target audience, only illiteracy and teenage pregnancy show significant declines in the extent to which people feel Society is handling these problems.
- The meaning of these trends is not clear. It is possible that during the Christmas season (when Wave I was conducted) people are more likely to feel that Society is doing something about social problems -- and perhaps help for such problems is more visible then.
  - On the other hand, these findings also suggest that advertising, by making people more aware of the nature and extent of the illiteracy problem, may have convinced some, especially our target audience, that Society is not doing enough about illiteracy.

HOW SOCIETY IS HANDLING SOCIAL ISSUES

TOTAL RESPONDENTS

(Base: Total Respondents)	Wave I (542) %	Wave II (500) %
Illiteracy	3.06	$\boxed{2.82}$
Drug Abuse	3.54	3.53
Teenage Suicide	2.86	$\boxed{2.74}$
Alcoholism	3.89	$\boxed{3.75}$
Child Abuse	3.57	3.52
Teenage Pregnancy	3.25	$\boxed{3.14}$
Homeless People	2.64	2.55

Mean of 1-6 scale where 6 = "everything that can be done"; 1 = "almost nothing"

HOW SOCIETY IS HANDLING SOCIAL ISSUES

TARGET AUDIENCE

(Base:)	Wave I (121) %	Wave II (127) %
Illiteracy	2.96	$\boxed{2.48}$
Drug Abuse	3.58	3.50
Teenage Suicide	2.68	2.55
Alcoholism	3.90	3.76
Child Abuse	3.43	3.40
Teenage Pregnancy	3.11	$\boxed{2.87}$
Homeless People	2.33	2.18

Mean of 1-6 scale where 6 = "everything that can be done"; 1 = "almost nothing"

ATTITUDES ABOUT ILLITERACY

9. Now I'm going to read some statements about illiteracy, and I would like you to tell me how much you agree or disagree with each one.

   (READ STATEMENT): Would you say you agree completely, agree somewhat neither agree nor disagree, disagree somewhat or disagree completely with that statement.

Both waves indicate that Americans feel illiteracy is a problem about which something can be done.

- o Of the total public, about nine out of ten believe that "many illiterate adults are capable of learning how to read and write." Among the target group this belief increased significantly since the last wave - from 91.8% to 95.3%.
- o Most people believe that "many illiterate adults want to learn to read and write." In Wave II the percentage of people who disagree with this statement declined significantly.
  - Among the target audience there was a significant increase in the extent to which people agreed with this statement -- 81.8% to 89.0%.
- o About three-fourths of all people agree that "If you can read you can teach someone to read." Better than eight out of ten agree you do not need a teaching degree to teach someone how to read and write. These already high levels did not change significantly from Wave I to Wave II.
- o Recognition of the fact that "illiteracy is a major problem in the U.S." increased significantly in Wave II among the general public and the target public.
- o There was also a significant change in the percentage of people who disagree with the idea that "people who are illiterate should teach themselves to read and write without help" among all people in general and among the target group.

ATTITUDES TOWARD ILLITERACY

TOTAL RESPONDENTS

(Base: Total Respondents)	Generally Agree		Generally Disagree	
	Wave I (542) %	Wave II (500) %	Wave I (542) %	Wave II (500) %
Many illiterate adult are capable of learning how to read and write	92.1	91.8	5.2	4.0
Many illiterate adults want to learn how to read and write	86.9	88.8	8.7	4.4
If you can read you can teach someone how to read	76.2	78.6	18.3	16.4
Illiteracy is a major problem in the U.S.	67.9	72.0	22.9	16.8
You need a teaching degree to teach someone how to read and write	15.1	12.8	81.9	84.0
People who are illiterate should teach themselves to read and write without help from others	16.2	9.0	81.2	87.0

ATTITUDES TOWARDS ILLITERACY

TARGET MARKET

	Generally Agree		Generally Disagree	
	Wave I	Wave II	Wave I	Wave II
(Base:)	(121) %	(127) %	(121) %	(127) %
Many illiterate adults are capable of learning how to read and write	91.8	95.3	5.8	4.0
Many illiterate adults want to learn how to read and write	81.8	89.0	13.3	3.9
If you can read you can teach someone how to read	70.3	75.6	22.3	21.2
Illiteracy is a major problem in the U.S.	62.8	76.4	27.3	17.3
You need a teaching degree to teach someone how to read and write	7.5	9.5	89.2	87.4
People who are illiterate should teach themselves to read and write without help from others	12.4	3.9	84.3	95.3

WILLINGNESS TO CONSIDER VOLUNTEERING FOR ILLITERACY

Q. For each of the following issues, please tell me whether you definitely would consider volunteering, probably would consider volunteering, might or might not consider volunteering, probably would not consider volunteering or definitely would not consider volunteering.

Reported willingness to consider volunteering to work against functional illiteracy declined from the pre-advertising wave. However, willingness to volunteer for all of the social issues we probed showed substantial drops during this period.

- The levels of those saying they would consider volunteering to work against illiteracy declined from 36.9% in Wave I to 31.8% in Wave II. However, as with other questions in this study, the responses to this question also appears to have been influenced by the time of year when interviews were conducted.
  - In Wave I, conducted just prior to Christmas, the public was significantly more likely to consider volunteering to work on all of the social problems measured. It is possible that those levels were somewhat inflated by the spirit of the season.
- Because of the probable seasonal influence on these responses, we indexed the results for this question to account for such seasonality. By indexing the "willingness to consider" figures against the average "likelihood to consider" across all of these social issues (so "average" willingness equals 100), we can see the relative performance of illiteracy on this question.
  - The index for illiteracy volunteerism rose to just about average in Wave II (index of 97).
  - By comparison, relative willingness to help the teenage pregnancy problem declined (to an index of 85), while child abuse volunteerism maintained its strong, above average standing (index of 127).
  - In a similar way, among the target audience the relative willingness to "volunteer against illiteracy" rose to slightly above average (index of 107) in Wave II.
  - In general, then, willingness to volunteer on behalf of illiteracy is about the same as that for any of these other social issues (except child abuse, which generated greater interest).

- Encouragingly, however, the target group's willingness to consider volunteering did not decline, but remained at its relatively strong 44.8%. Also target respondents were significantly more likely than others to consider volunteering against illiteracy.

- Also important to note, those people who recall seeing advertising for illiteracy, are significantly more likely to consider volunteering to work on this problem than those who do not recall illiteracy advertising.

LIKELIHOOD TO CONSIDER VOLUNTEERING TO WORK FOR ILLITERACY

TOTAL RESPONDENTS

(Base: Total Respondents)	Wave I (542) %		Wave II (500) %	
Definitely would	14.6	36.9	10.2	31.8
Probably would	22.3		21.6	
Might/Might not	12.0		13.4	
Probably would not	21.6	50.9	20.8	54.8
Definitely would not	29.3		34.0	

LIKELIHOOD TO CONSIDER VOLUNTEERING TO WORK ON SOCIAL ISSUES

TOTAL RESPONDENTS

(Base: Total Respondents)	Wave I (542) %	Wave II (500) %
Definitely/Probably Would Volunteer for...		
Illiteracy	36.9	31.8
Drug Abuse	37.9	32.0
Teenage Suicide	40.0	34.4
Alcoholism	37.8	30.2
Child Abuse	50.7	41.8
Teenage Pregnancy	36.9	28.0
Homeless People	39.0	31.4
Average	39.9	32.8

INDEX OF LIKELIHOOD TO CONSIDER VOLUNTEERING TO WORK ON SOCIAL ISSUES

TOTAL RESPONDENTS

(Base: Total Respondents)	Index vs. Average	
	Wave I	Wave II
Illiteracy	92	97
Drug Abuse	95	98
Teenage Suicide	100	105
Alcoholism	95	92
Child Abuse	127	127
Teenage Pregnancy	92	85
Homeless People	98	96
Average	100	100

Note: Index is computed as % who would consider volunteering to work on a given social issue dividing by the average % who would consider volunteering across all social issues (see previous page). This is done to account for apparent seasonal shifts in willingness to volunteer.

LIKELIHOOD TO CONSIDER VOLUNTEERING TO WORK ON SOCIAL ISSUES

(TARGET AUDIENCE)

(Base:)	Wave I (121) %	Wave II (127) %
Definitely/Probably Would Volunteer for...		
Illiteracy	44.7	44.8
Drug Abuse	42.2	40.9
Teenage Suicide	44.7	42.5
Alcoholism	43.0	37.0
Child Abuse	59.5	52.0
Teenage Pregnancy	38.0	37.8
omeless People	42.9	35.4
Average	45.0	41.9

INDEX OF
LIKELIHOOD TO CONSIDER VOLUNTEERING
TO WORK ON ILLITERACY

TARGET AUDIENCE

	Index vs. Average	
	Wave I	Wave II
(Base: Target Audience)	(121)	(127)
	%	%
Illiteracy	99	107
Drug Abuse	94	98
Teenage Suicide	99	101
Alcoholism	96	88
Child Abuse	132	124
Teenage Pregnancy	84	90
Homeless People	95	84
Average	100	100

Note: Index is computed as % who would consider volunteering to work on a given social issue dividing by the average % who would consider volunteering across all social issues (see previous page). This is done to account for apparent seasonal shifts in willingness to volunteer.

LIKELIHOOD TO CONSIDER VOLUNTEERING TO WORK FOR ILLITERACY

TARGET AUDIENCE

(Base:)	Wave I (121) %		Wave II (127) %	
Definitely would	17.4	44.7	16.5	44.8
Probably would	27.3		21.6	
Might/Might not	27.3		28.3	
Probably would not	19.0	41.3	18.1	39.4
Definitely would not	22.3		21.3	

LIKELIHOOD TO CONSIDER VOLUNTEERING TO WORK FOR ILLITERACY

	Wave II			
	Target Audience		Non-Target	
(Base:)	(127)		(373)	
	%		%	
Definitely would	16.5	44.8	8.0	27.3
Probably would	28.3		19.3	
Might/Might not	15.7		12.6	
Probably would not	18.1	$\boxed{39.4}$	21.7	60.0
Definitely would not	$\boxed{21.3}$		38.3	

○,□ Significantly higher, lower than Non-Target.

LIKELIHOOD TO CONSIDER VOLUNTEERING TO WORK FOR ILLITERACY

(Base: Total Respondents)	Wave II Aware of Advertising (150) %		Wave II Not Aware of Advertising (350) %	
Definitely would	14.0	40.0	8.6	28.3
Probably would	26.0		19.7	
Might/Might not	14.0		13.1	
Probably would not	17.3	46.0	22.3	58.6
Definitely would not	28.7		36.3	

◯, ☐ Significantly higher, lower than those not aware of advertising.

REASONS WHY PEOPLE WOULD/WOULD NOT VOLUNTEER

- o The major reasons why people would consider volunteering their time to work against illiteracy are...
  - "Would be rewarding/would like to help." This reason was offered more often in Wave II, up to a level of 57.9%.
  - "It is important to be able to read." No change from wave to wave at a level of 46.5%.
  - "It is a problem for society" shows a significant increase as a reason from Wave I (15.0%) to Wave II (22.6%).
  - "Feel qualified to help." No change from Wave I (19.5%).
- o There are two major reasons why people would not consider volunteering:
  - "Don't have the time." Lack of time is the principle reason people give for not volunteering to work on illiteracy. While the specific causes for lack of time vary from wave to wave (again possibly caused by the time of year) the fact remains that about half of the respondents feel they do not have the time to volunteer.
  - "Don't feel qualified." In Wave II there is a significant decrease in the percent of respondents who say they don't feel qualified to work for illiteracy.

REASONS WHY ONE WOULD CONSIDER VOLUNTEERING TO WORK ON ILLITERACY

TOTAL RESPONDENTS

(Base: Definitely/Probably would consider)	Wave I (200) %	Wave II (159) %
Rewarding/Like to Help (Net)	50.5	57.9
Like/want to/should help	49.0	54.7
Rewarding/feel better when I do my part	4.5	11.3
Important to Read (Net)	43.5	46.5
Important to be able to read/ everyone should be able to read	29.0	27.7
Reading helps you make it/better way of life	9.5	10.7
Reading/writing can help get a job/ with job application	7.5	7.5
If you can't read you can't do anything in life	5.5	8.2
Feel Qualified to Help (Net)	18.5	19.5
Teacher/education background	9.5	8.8
Feel qualified/feel I can help	9.0	11.3
Society Problem (Net)	15.0	22.6
Would be better for society/ nation/world	7.0	16.4
Major problem/issue in the U.S.	6.0	3.8
So many/too many illiterates in U.S./world	3.0	3.8
They need help (Net)	11.5	7.5
They need help (general)	7.5	5.7
Neglected/problem doesn't get attention	4.0	1.3
Sad that people can't read/it's a shame	9.0	10.1
Know someone who is/I am illiterate	6.0	9.4
Anyone can learn with help/opportunity	5.0	5.7
Schools/education system's fault	3.5	8.8
Many illiterates want to learn/ embarrassed to go back to school	3.0	1.3

REASONS WHY ONE WOULD NOT CONSIDER VOLUNTEERING TO WORK ON ILLITERACY

(Base: Definitely/Probably would not consider)	Wave I (276) %	Wave II (274) %
NO TIME (NET)	47.5	46.7
Too busy/don't have the time	37.3	19.3
Work too much/takes all my time	11.6	18.6
If I had time/depends on time	5.1	1.5
Have children to support/care for	4.3	10.6
DON'T FEEL QUALIFIED (Net)	24.3	13.5
Not capable/qualified/no teaching background/no special training	13.8	9.5
Don't know enough about it/wouldn't know how	12.0	5.1
Can get involved because of health	10.9	11.7
Too old to get involved/age	10.1	11.3
Not a big problem/other issues more important	8.3	11.3
Don't have patience/don't work well with people	7.2	7.7
If they want to learn/there are public education/other programs	3.3	2.9
School's/education systems fault	1.8	2.2

APPENDIX

RESPONDENT'S NAME ______________________________
TELEPHONE NUMBER (   ) ______________________________

Job #3673
August, 1985

______
(1-4)

SURVEY OF SOCIAL ISSUES
SCREENER

A. Hello. My name is ______________ from ______________ a national public opinion company. We're conducting a survey of adults, 18 years and older, I would like to speak to the adult in your household who's birthday is closest to today. Is that person at home?

Yes..........(   ) ASK TO SPEAK TO THAT PERSON AND SKIP TO Q.C
No...........(   ) ASK Q.B

B. (RECONTACT INFORMATION) Will you please tell me when that person will be home so I can call back and complete this interview?

(WRITE RESPONDENT'S NAME AND PHONE # AT TOP OF SCREENER. RECORD RECONTACT INFORMATION BELOW.)

1st Callback - Date:__________ Time:________ am/pm

2nd Callback - Date:__________ Time:________ am/pm

IF REFUSED TO GIVE CALLBACK INFO, TERMINATE, TALLY, ERASE AND REUSE SCREENER.

C. DO NOT ASK UNLESS NECESSARY. RECORD RESPONDENT'S SEX.

Male...............(   ) - 1   (5)
Female.............(   ) - 2

GO TO MAIN QUESTIONNAIRE

TIME INTERVIEW STARTS________________

Job #3673
August, 1985

SURVEY OF SOCIAL ISSUES
MAIN QUESTIONNAIRE

We are conducting a national public opinion study about some of the social issues in the United States today. I want to point out that we are not asking for donations or anything else except your honest opinions and how you personally feel about the questions we're asking.

1. I'm going to read a list of some of the social issues facing America, and I'd like you to tell me how much you feel you know about each one.

   Based on everything you know or have read or seen, how familiar do you feel you are with the issues surrounding (READ STATEMENT)? Would you say you know a lot about this problem, that you know something about it, that you only know a little, or that you know almost nothing about this problem?

START HERE	Know A Lot -4	Know-Something -3	Only Know A Little -2	Know Almost Nothing -1	
☒ Drug Abuse	( )	( )	( )	( )	(6)
☐ Teenage Suicide	( )	( )	( )	( )	(7)
☐ Alcoholism	( )	( )	( )	( )	(8)
☐ Illiteracy	( )	( )	( )	( )	(9)
☐ Child Abuse	( )	( )	( )	( )	(10)
☐ Teenage Pregnancy	( )	( )	( )	( )	(11)
☐ Homeless People	( )	( )	( )	( )	(12)

2. Still, thinking about those same social issues, how do you feel society is handling them?

   I would like you to rate each issue on a scale from 1 to 6, where 1 means you feel "Society is doing almost nothing about this issue," 6 means you feel "Society is doing everything that can be done about this issue," and the numbers in between mean you feel somewhere in between.

   On a scale from 1 to 6 how do you feel Society is handling (READ STATEMENT)? (START WITH X'D STATEMENT CIRCLE APPROPRIATE ANSWER BELOW. REPEAT SCALE AS NECESSARY.)

START HERE	Society is Doing Almost Nothing					Society is Doing Everything that Can Be Done	
☒ Drug Abuse	1	2	3	4	5	6	(13)
☐ Teenage Suicide	1	2	3	4	5	6	(14)
☐ Alcoholism	1	2	3	4	5	6	(15)
☐ Illiteracy	1	2	3	4	5	6	(16)
☐ Child Abuse	1	2	3	4	5	6	(17)
☐ Teenage Pregnancy	1	2	3	4	5	6	(18)
☐ Homeless People	1	2	3	4	5	6	(19)

3a. In the past 3 months, do you remember seeing or hearing any advertising about...(READ LIST STARTING AT X'D STATEMENT UNDER 3a, BELOW. IF "YES," ASK Q.3b BEFORE GOING ON TO NEXT STATEMENT.)

(FOR EACH "YES" IN Q. 3a, ASK:)

3b. And where did you see or hear advertising for (REPEAT ITEM)? (DO NOT READ ANSWER CHOICES.)

START HERE		③a Seen or Heard Adv. In Past 3 Months Yes -1	No -2		③b Where Saw or Heard Advertising DO NOT READ TV -1	Radio -2	Magazine -3	Newspaper -4	Other (Write In)	
( )	Drug Abuse................	( )	( )	(20)	( )	( )	( )	( )	______	(21)
( )	Teenage Suicide...........	( )	( )	(22)	( )	( )	( )	( )	______	(23)
( )	Alcoholism................	( )	( )	(24)	( )	( )	( )	( )	______	(25)
( )	Illiteracy................	( )	( )	(26)	( )	( )	( )	( )	______	(27)
( )	Child Abuse...............	( )	( )	(28)	( )	( )	( )	( )	______	(29)
( )	Teenage Pregnancy.........	( )	( )	(30)	( )	( )	( )	( )	______	(31)
( )	Homeless People...........	( )	( )	(32)	( )	( )	( )	( )	______	(33)

4. Let me remind you that we are not looking for volunteers or donations, but we are interested in how likely you would be to consider volunteering your time to work on these social issues? For each of the following issues, please tell me whether you definitely would consider volunteering, probably would consider volunteering, might or might not consider volunteering, probably would not consider volunteering or definitely would not consider volunteering. (START WITH X'D STATEMENT. REPEAT SCALE AS NEEDED.)

START HERE		Definitely Would -5	Probably Would -4	Might/ Might Not -3	Probably Would Not -2	Definitely Would Not -1	
( )	Drug Abuse............	( )	( )	( )	( )	( )	(34)
( )	Teenage Suicide.......	( )	( )	( )	( )	( )	(35)
( )	Alcoholism............	( )	( )	( )	( )	( )	(36)
( )	Illiteracy............	( )	( )	( )	( )	( )	(37)
( )	Child Abuse...........	( )	( )	( )	( )	( )	(38)
( )	Teenage Pregancy......	( )	( )	( )	( )	( )	(39)
( )	Homeless People.......	( )	( )	( )	( )	( )	(40)

READ THE FOLLOWING TO ALL RESPONDENTS.

We are asking each person we interview about a different social issue from the list we've been discussing. In your case, we are going to talk about Illiteracy.

(IF "ILLITERACY" MARKED YES IN Q.3a, ASK Q.5; OTHERWISE SKIP TO Q.6)

5. You said that you have seen or heard advertising about Illiteracy. What do you remember about that advertising? (PROBE) What else did it say or show? What else do you remember about it? What else?

______________________________ (41)

______________________________ (42)

______________________________ (43)

______________________________ (44)

ASK EVERYONE

6. Now I'm going to read some statements about illiteracy, and I would like you to tell me how much you agree or disagree with each one. (START WITH X'D STATEMENT.)

(READ STATEMENT): Would you say you agree completely, agree somewhat neither agree nor disagree, disagree somewhat or disagree completely with that statement.

START HERE	Agree Completely -5	Agree Somewhat -4	Neither Agree/ Disagree -3	Disagree Somewhat -2	Disagree Completely -1	
( ) Illiteracy is a major problem in the U.S.	( )	( )	( )	( )	( )	(45)
( ) Many illiterate adults are capable of learning how to read and write	( )	( )	( )	( )	( )	(46)
( ) People who are illiterate should teach themselves to read and write without help from others	( )	( )	( )	( )	( )	(47)
( ) You need a teaching degree to teach someone how to read and write	( )	( )	( )	( )	( )	(48)
( ) Many illiterate adults want to learn how to read and write	( )	( )	( )	( )	( )	(49)
( ) If you can read, you can teach someone how to read	( )	( )	( )	( )	( )	(50)

7. You said that you (REPEAT ANSWER FOR ILLITERACY MARKED IN Q.4) consider volunteering to work on illiteracy. Why do you feel that way? IF RESPONDENT SAYS "LIKE TO/WANT TO/SHOULD - HELP" - PROBE: Why do you feel you would like to (should) (want to) help? (PROBE) Why else do you say that? Why else?

______________________________ (51)

______________________________ (52)

______________________________ (53)

______________________________ (54)

8. Given that there are nearly 200 million adults all together in the U.S., and based on everything you know or have seen or heard, what is your best estimate of the number of adult Americans who are illiterate? (DO NOT READ LIST. IF NECESSARY, ASK RESPONDENT TO CLARIFY HIS/HER ANSWER TO FIT ONE OF THE CATEGORIES BELOW.) (55)

Less than 1 million............( ) - 1
1 million up to 5 million......( ) - 2
5 million up to 10 million.....( ) - 3
10 million up to 15 million....( ) - 4
15 million up to 20 million....( ) - 5
20 million up to 27 million....( ) - 6
27 million.......................( ) - 7

More than 27 million...............( ) - 8

NOTE: IF RESPONDENT SAYS "5 MILLION," MARK 3; "10 MILLION," MARK 4; ETC.

9. Do you personally know someone who is illiterate?

Yes.........( ) - 1 (56)
No..........( ) - 2
DK/NR.......( ) - X

Now some questions for classification purposes.

10a. Have you done any of the following activities in the past 12 months? (READ LIST).

	Yes -1	No -2	
a. Engaged in fund raising.......	( )	( )	(57)
b. Taken an active part in some local social or civic issue..	( )	( )	(58)
c. Voted in a national, state or local election............	( )	( )	(59)
d. Actively worked as a volunteer for a political party or candidate...........	( )	( )	(60)
e. Written a letter to a public official or to a newspaper or magazine editor...........	( )	( )	(61)
f. Tutored an individual or group (but not as a professional teacher or tutor).......................	( )	( )	(62)
g. Actively worked as a volunteer for a non-political group or organization.................	( )	( )	(63)

10b. (ASK EVERYONE:) Which of the following age groups includes you? (READ LIST) (64)

Under age 18..............( ) - 0
18-24......................( ) - 1
25-34......................( ) - 2
35-44......................( ) - 3
45-54......................( ) - 4
55-64......................( ) - 5
65 or older................( ) - 6

IF UNDER 18, FINISH INTERVIEW AND GIVE QUESTIONNAIRE AND SCREENER TO SUPERVISOR.

(DO NOT READ) REFUSED/NR............( ) - X

11. What is the highest level of education you personally completed? (DO NOT READ LIST).

Some high school or less........( ) - 1 (65)
High school graduate............( ) - 2
Vocational or technical school..( ) - 3
Some college....................( ) - 4
College graduate................( ) - 5
Post graduate - masters,
doctorate, other higher degree.( ) - 6

NR/REFUSED......................( ) - X

12a. Do you do any work or have a job for which you receive a salary or wages?

Yes.........( ) ASK Q.12b (66)
No..........( ) SKIP TO Q.13

12b. (IF "YES" IN 12a, ASK:) Do you work...(READ LIST)

35 hours a week or more.......( )- 1 (67)

Less than 35 hours a week.....( )- 2

13. For statistical purposes we need an estimate of your household's total annual income; that is, all of the income earned by everyone in your household put together? Is it...(READ LIST)

Under $10,000...................( ) - 1 (68)
$10,000 but less than $15,000...( ) - 2
$15,000 but less than $20,000...( ) - 3
$20,000 but less than $25,000...( ) - 4
$25,000 but less than $30,000...( ) - 5
$30,000 but less than $40,000...( ) - 6
$40,000 but less than $50,000...( ) - 7
$50,000 or more.................( ) - 8

(DO NOT READ) REFUSED/..................( ) - X
DK/NR........................( ) - R

14. Finally, we want to make sure that our survey includes people of all races and ethnic groups. Would you please tell me which of the following racial or ethnic groups describes your household:

Caucasian..................( ) - 1 (69)
Black......................( ) - 2
Hispanic...................( ) - 3
or Some other group
(specify:)______________( )

(DO NOT READ) REFUSED/DK/NR..........( ) - X

RESPONDENT'S NAME______________________
ADDRESS______________________
CITY______________ STATE______________ ZIP______________
PHONE______________ INTERVIEWED BY:______________
TIME ENDED______________ VALIDATED BY:______________

70-
71-
72-
73-
74-
75-

76-
77-
78-
79-
80-

rec 4/21/86

Appendix H.6

Advertising Council
Local & Network T.V.
Report (1985)

INTER-OFFICE MEMORANDUM

THE ADVERTISING COUNCIL, INC.

From: Norma Kramer

Date: April 15, 1986

To: Volunteer Against Illiteracy Campaign
Task Force: Robert F. Lauterborn
Gloria Lanza
Annabelle Newman
Alexa Gardner
Casey Jones

Subject: Local & Network Television Report - 1985

For the year 1985, the three networks and local television stations contributed the following to our campaign:

Spots -	Networks	356
	Local	11,550
Total		11,906

Television Households reached - 1,218,180,000

Dollar value: $15,227,250

This report does not include the contributions from cable television.

Appendix H.7

Advertising Counci
Local T.V. &
Radio Response
(4/28/86)

INTER-OFFICE MEMORANDUM

THE ADVERTISING COUNCIL, INC.

From:	Leticia Ojeda	*Date:*	April 28, 1986
To:	Gloria Lanza	*Subject:*	Local TV & Radio Response

Attached are reports on local use:

TV

Radio

These reports are based on returned cards.

cc: Robert Lauterborn/Anabel Newman
Casey Jones

INTER-OFFICE MEMORANDUM

THE ADVERTISING COUNCIL, INC.

From: Leticia Ojeda
Date: April 28, 1986
To: Norma Kramer
Subject: VOLUNTEER AGAINST ILLITERACY CAMPAIGN
Local TV response
December 1985 release

#1

Total Response: 180

Answers to Questions:

"How often do you plan to telecast these spots?"

Total times used:	24,983
ROS:	29

"Which lengths do you plan to use?"

60 second	10,109
30 second	7,101
10 second	7,773

Were you able to add a local address or telephone number to the spots for Localization:

YES	43
NO	84

INTER-OFFICE MEMORANDUM

THE ADVERTISING COUNCIL, INC.

From: Leticia Ojeda

Date: April 28, 1986

To: Norma Kramer

Subject: VOLUNTEER AGAINST
ILLITERACY CAMPAIGN
Local Radio response
January 1985 release

Total Response: 215

Answers to Questions:

"How often do you plan to broadcast these spots?"

Total times used: 51,464

ROS: 133

"Which lengths do you plan to use?"

60 second	26,179
30 second	25,285

CASSETTE?

Yes	79
No	75

VOLUNTEER AGAINST ILLITERACY CAMPAIGN
Local Radio response, Janaury 1985 Release
Comments

Program Director WRRC-FM Lawenceville, NJ	Good effective messages. Especially good for college students to hear.
Community Relations Director RFLQ-FM Albuquerque, NM	Good campaign - needed emphasis.

The Advertising Council inc

825 Third Avenue
New York, N.Y. 10022
212-758-0400

Ad Council

New York
Washington
Los Angeles

41

March 4, 1985

Gloria Lanza
American Association of Advertising Agencies
666 Third Avenue
New York, NY 10017

Dear Gloria:

Our Radio/TV Service Manager has informed us that she is suggesting to Radio and TV networks that they give concentrated support to our Volunteer Against Illiteracy campaign during the following periods:

> TV support was recommended for the week of January 28th. This will be recommended for the weeks of March 4th and 11th also.
>
> Radio support for the weeks of March 25th, April 1st and April 8th.

Our newspaper tearsheets have begun to arrive. I am forwarding them to you. You may wish to forward them to your Coalition contacts in the cities or states they represent. Thank-you letters may be sent by those contacts, with another plea to continue to run the ads as often as possible. For the records, we received tearsheets from:

NCP Mailing, January

"Epidemic" ad

1)	Ohio	Van Wert	Times-Bulletin	1/18
2)			Patriot	1/10
3)	Indiana	New Castle	Courier-Times	1/8
4)		Panca City	News	1/8
5)	Tennessee	Oak Ridge	Oak Ridger	1/10
6)		Neodesha	Register	1/10

THE ADVERTISING COUNCIL IS THE NON-PROFIT ORGANIZATION THROUGH WHICH AMERICAN BUSINESS ADVERTISING AND THE COMMUNICATIONS INDUSTRIES CONTRIBUTE THEIR SKILLS AND RESOURCES TO PROMOTE VOLUNTARY CITIZEN ACTIONS IN SOLVING NATIONAL PROBLEMS

"Epidemic" ad, cont'd

7)	Indiana	Michigan City	New Dispatch	1/5
8)		Marshall	Evening Chronicle	1/8
9)		Fairborn	Daily Herald	1/7
10)		Ashland	Times Gazette	1/8
11)	Virginia	Harrisburg	Daily New-Record	1/8
12)	Oklahoma	Wewoka	Daily Times	1/8
13)		Butler	Eagle	1/8
14)	California	Paso Robles	Daily Press	1/8
15)			Country Squire	1/9
16)		Alliance	Review	1/17

"Year 2000" ad

1)	Indiana	New Castle	Courier-Times	1/8
2)	Tennessee	Oak Ridge	Oak Ridger	1/7
3)		Marinette	Evening Star	1/12
4)	Kentucky	Paducah	Paducah Sun	1/15
5)	Tennessee	Murgreesboro	News Journal	1/8
6)	Illinois	Watseka	Times-Republican	1/2
7)	Oklahoma	Panca City	News	1/6
8)	Indiana	Bedford	Times-Mail	1/5
9)	California	Paso Robles	Daily Press	1/3
10)		Marshall	Evening Chronicle	1/3
11)	Oklahoma	Wewoka	Daily Times	1/14
12)		Butler	Eagle	1/5
13)		Alliance	Review	1/12
14)			The Message	1/8-1/14

Cordially,

Norma Kramer

Norma Kramer
Campaign Manager

cc: Bob Lauterborn
Marjorie Arnold

Appendix H.8

List of Newspapers
Contributing Space
(May 12, 1986)

Volunteer Against Illiteracy

List of Newspapers contributing space to the "There's An Epidemic "Ad:

Size of ad: NCP 3" x 4 ¼"

Kansas, The Newton Kansan March 20,1985
Alabama, Montgomery Albama Journal, September 19
Massachusetts, Hudson Enterprise Sun, July 15, 1985
Washington, Everett, Herald, July 23
Texas, Lared News, July 24
Massachusetts, Stockton Record, July 22
Vermont, St. Johnsbury, Caledonian-Record, July 23
California, Pomona, Progress Bulletin, May 15 and May 12
Wisconsin, Jamesville, Gazette, May 16
Oklahoma, Lawton, Morning Press, August 12
Massachusetts, Springfield, Daily News, August 8 and September 5
Massachusetts, Framingham, The Middlesex News, August 4 and July 14
New Jersey, Fackensack, The Record, August 7
Maine, Brunswick, The Times Record, August 6
Ohio, Marietta, Times, July 20
Alabama, Montgomery, Journal, September 30
California, Palm Springs, September 13
Virginia, Warrington, The Fauquier Democrat, Septebmer 5
California, Visalia Times-Delta, August 27
Texas, Denton Record-Chronicle, August 23

20 Newspapers - 24 ads

Size of Ad: 9 3/4" x 4 ½" (INAME)

Ohio, Athens, The Messenger, September 19
California, Monterey, Peninsula Herald, July 21
California, Sacramento, Bee, July 19
Ohio, Youngstown, The Vindicator, July 20
Arkansas, Searcy, The Daily Citien, July 25
Georgia, Moultrie, Observer, March 4
Kansas, Newton, March 7
Wisconsin, Jamesville, Gazette, July 31
Pennsylvania, Washington, Reporter, July 27
Virginia, Olean, Times Herald, July 23
Texas, Laredo, July 23
Vermont, St. Johnsbury, The Caledonian Record, August 5
Washington, Spokane, The Spokesman Review, August 12
New Jersey, Bridgeton, News, Septebmer 14
Ohio, Bowling Green, The Daily Sentinel-Tribune, September 14
Pennsylvania, Pittsburgh, The Pittsburgh Press, Septebmer 12
Massachusetts, Springfield, Daily News, October 3
Massachusetts, Springfield, The Morning Union, October 4
Tennessee, Cookeville, Herald Citizen, September 14

19 Newspapers - 19 ads

Size of ad: 7" x 8½" (Newspaper resized and cut copy)

Washington, Bellingham, Herald, July 21

1 Newspapers, 1 ad

Size of ad: 4" x 2" (The newspaper set new type using reduced copy)

California, San Jose, Mercury, July 28
California, San Jose, Mercury News PM Casjomens, San Jose Mercury News, July 19

Two Newspapers - 2 ads

Size of ad: 2" x 4¼" (Newspaper set new type and reduced copy)

California, San Jose, Mercury News, September 11, August 1, July 25, August 14

1 Newspaper - 4 ads

Size of ad: 5¼" x 7½" (Newspaper trimmed INAME ad)

Texas, Richardson, Daily News, August 1

1 Newspaper - 1 ad

Size of ad: 6" x 2" (Newspaper "shrunk" INAME ad)

Pennsylvania, Carlisle, Alive, July 19

1 Newspaper - 1 ad

Total Number of Newspapers contributing space to the "Epidemic" ad - 45
Total Number of these ads - 52

List of Newspapers contributing space to the 2000" Ad:

4" x 2":
Kalamazoo Gazette, October 9 (Michigan?) (Newspaper reduced INAME ad)
1 Newspaper, 1 ad

4¼ x 4:
North Carolina, Asheville, Citizen-Times, August 25
Michigan, Lalamazoo, Gazette, August 8
2 Newspapers 2 ad
4 3/4" x 2¼":
Washington, Vancouver, Columbian, March 20
1 Newspaper, 1 ad
3¼" x 4": (NCP size)
California, Sacramento, Bee, July 21
Texas, Denison, Herald, August 15
California, Monterey Peninsula Herald, July 23
Pennsylvania, Warren, Times-Observer, September 25
New York, Olean, Times-Herald, August 6
West Virginaia, Beckley, Register/ Herald, August 11 and August 10

Texas, Laredo, The News, July 23 and July 25
Illinois, Waukegan, News Sun, August 2
Michigan, Benton Harbor-St. Joseph, THe Herald-Palladium, July 23
Nebraska, York, News-Times, May 16
Kentucky, Paducah, Sun, September 22
Massachusetts, Springfield, Republican, July 14
Massachusetts, Greenfield, Mass Recorder, September 24
Ohio, Bowling Green, The Daily Sentinel, September 23
14 Newspapers, 16 ads
10"x4¼": (INAME size)

Pennsylvania, Statesboro, Herald, March 1
Massachusetts, Springfield, Morning Union, October 11
Pennsylvania, McKeesport, Daily News, August 8
Washington, Bellingham, Herald, August 9
Pennslyvania, York, Daily Redord, August 17
Texas, Kerryville, Daily Times, October 6
Massachusetts, Hycannis, Cape Cod Times, September 23
7 Newspapers, 7 ads
2¼"x2":
California, San Jose Mercury September 5th, September 11th, September 8th
August 11th, September 9th
1 Newspaper, 5 ads
1½"x2":
Massachusetts, Greenfield, Recorder, July 24
Colorado, Warren, Times Oberver, October 5
Ohio, Alliance, Review, October 10 and May 18
Illinois, Arlington Heights, Daily Herald, March 11
4 Newspapers, 5 ads
13½"x5½":
Michigan, Kalamazoo Gazette, October 13
1 Newspaper, 1 ad
4 3/3" x 2":
South Carolina, Chester, News and Reporter, September 11th
1 Newspaper, 1 ad

6"x4¼":
Oklahoma, Baretesville Examiner, August 21
1 Newspaper, 1 ad
8¼x3½":
Nebraska, Scottsbluff, Star Herald, July 23
1 Newspaper, 1 ad

Total: 35 Newspapers, 42 ads

2

List of newspapers contributing space to the "Bedtime" ad:

10"x4¼":
(INAME) size)

Ohio, Bowling Green, The Daily Sentinel-Tribune, September 19
Visalia, Times-Delta, July 22
Texas, Laredo, The News, July 25
Moultrie, Observer, February 22
Massachusetts, Springfield, Morning Union, July 12
Ohio, Youngstown, Vidicator, July 27
Olean, Times-Herald, July 23
Washington, Spokane, The Spokesman Review, August 11
Virginia, Charleston, Gazette, August 23 (Localized Ad-Va. Coalition for Lit.)
Pennsylvania, Scranton, Tribune, September 5
10 Newspapers, 10 ads
3½"x4¼":

California, San Jose, Mercury News, August 8th, July 25th
(This newspaper reset type and made up its own ad using our copy.)

12 3/3"x6":
1 Newspaper, 2 ads
Washington, D.C., Washington Post enlarged the ad, September 19th
4 7/8"x2¼':

Illinois, Woodstock, Sentinel Herald, March 6th
(This newspapers reduced the ad by eliminating the first wo paragraphs.
1 Newspaper, 1 ad

7 8/8"x 4 3/8":
Maine, Brunswick, The Record, Septebmer 27th, This newspaper reduced the size of the ad by eliminating the spacing between segments.
1 Newspaper, 1 ad
Total: 13 Newspapers, 14 ads

The following newspapers contributed space to the ad, which is a versic of the business press advertising:
10"x4¼" (INAME Size)
Texas, Laredo, News, July 24
Iowa, Ames, Tribune, September 23
California, Los Angeles, Times, May 13
Georgia, Stateboro, Herald, February 27
Ohio, Bowling Green, Daily Sentinel-Tribune, March 5th
Massachusetts, Springfield, Mass. Morning Union, August 2, September 1
20th
Ohio, Athens, The Messenger, August 12
Florida, Stuart, News, August 25th
Virginia, Strasburg, Northern Virginia Dailey, August 20th
West Virginia, Register-Herald, Agust 20th
Ohio, Athens, The Messenger, September 19th

11 Newspapers, 13 ads

7"x4¼":

Connecticut, Greenwich, Time, Southern Connecticut Newspapers, March 17th
This paper cut off part of the top of ad and reduced spaces)
1 Newspaper, 1 ad

8 7/8" x 4 3/8":
Oklahoma, Enid, Morning News, August 15th
This paper cut off top of ad and added a bar)
Oklahoma, Enid, Enid Eagle, August 15th.
This paper cut off top of ad)
2 Newspapers (1 town), ads
7¼"x4¼":

Texas, Kerryville, Daily Times, October 8th
This paper cut down the ad - eliminating name of companies.
1 Newspaper, 1 ad
5 7/8"x4 3/3":
Illinois, Kankakee, Daily Journal, September 25th

This paper cut off the top of ad and reduced spaces.
1 Newspaper, 1 ad
6"x5":
State?, Wilson, Daily Times, July 27th

This paper continued black down sides of ad and left the copy surrounded by white!
1 Newspaper, 1 ad

Total: 16 Newspapers, 19 ads

The following papers amde their own ads by cutting off the bottoms of our ads and putting the name and phonex number, and a one line message:

Sizes as indicated by each ad:

Illinois, Libertyville, Daily Herald, August 15th, 1 5/8"x7/16"
California, Gilroy, Dispatch, March 15, 3/3"x4¼"
Georgia, Lawrenceville, Daily News, August 28th, 1½"x6 7/8"
Massachusetts, Framingham, News, September 26th, 1½"x4¼"

4 Newspapers, 4 ads total

VOLUNTEER AGAINST ILLITERACY

Ad No. 1828
Newspapers

Texas, Laredo, The News, July 14
Califorina, San Jose, Mercury News PM Casjomen, September 3
Maine, Brunswick, The Time Record, July 19
Pomona, California, Progress Bulletin, June 23
London, Connecticut, The Day News, August 2

Ad. No. 1831-84
Midland, Reporter-Telegram, November 18
Pennsylvania, Warren Times Observer, November 30
Houston, Texas, The Balueston Daily News, October 27
California, San Jose, Mercury News PM Casjomen, October 19
California, Walnut Green, Contra Costa Times, September 23
California, San Jose, Mercury News PM Casjomen, October 22
Albany, Oregon, Democrat-herald, October 30
Los Angeles, The Times, July 15
Michigan City, Indiana, News Dispatch, July 13
Hamilton & Fairfield, Ohio, JOurnal-News, August 29
Michigan City, Indiana, New Dispatch, Septebmer 7
alifornia, San Jose, Mercury News PM Casjomen, August 4
California, San Jose, Mercury News PM Casjomen, August 1
California, San Jose, Mercury News PM Casjomen, October 9
California, San Jose, Mercury News PM Casjomen, August 31
California, San Jose, Mercury News PM Casjomen, September 3
Hamilton & Fairfield, Ohio, Journal-News, August 29
California, San Jose, Mercury News PM Casjomen, September 9
California, San Jose, Mercury News PM Casjomen, October 9

Ad No. 1829

California, San Jose, Mercury News PM Casjomen, September 3
California, San Jose, Mercury News PM Casjomen, August 1
California, San Jose, Mercury News PM Casjomen, August 3
California, San Jose, Mercury News PM Casjomen, September 4
California, San Jose, Mercury News PM Casjomen, September 18
California, San Jose, Mercury News PM Casjomen, August 31
California, Walsonville, Register Pajaronian, June 24
California, San Jose, Mercury News PM Casjomen, October 23
Kennett, Missouri, The Daily Dunklin Democrat, November 12
California, San Jose, Mercury News PM Casjomen, August 6
California, San Jose, Mercury News PM Casjomen, August 22
California, San Jose, Mercury News PM Casjomen, September 22
California, San Jose, Mercury News PM Casjomen, September 4
Pittsburgh, The Pittsburgh Press, September 22
Kansas, Newton, The Newton Kansan, August 28

MISCELLANEOUS Ads

Hoffman Estates Illinois, The Daily Herald, August 22
Arlington Height Illinois, The Daily Herald, September 2
Framingham, Massachusetts, The Middlesex News, October 31
Framingham, Massachusetts, The Middlesex News, October 29
Framingham, Massachusetts, The Middlesex News, October 18

Ad No. 1831
NCP

California, Torrance, Daily Breeze, August 20
New York, Melville, Newsday, June 26
Alabama, Montgomery, The Alabama Journal, August 21
Birmingham, The Decatur Daily, July 21
California, Palm Springs, The Desert Sun, September 11
Pennsylvania, Warren Times Observer, September 25
New Mexico, Hobbs, Daily News-Sun, March 17
California, Riverside, Press Enterprise, April 19
Oregon Eugene, The Register-Guard, August 31
Oregon Eugene, The Register-Guard, August 3
Wilmington, News Journal, November 19
San Angelo, Standard-Times, November 10
Mississippi, Hattiesburg American, November 7
North Dalota, Bismarck, The Bismarck Tribune, November 10
Tennessee, Oak Ridge, The Oak Ridge, November 17
Kansan, Newton The Newton News, November 29
Connecticut, Stamford, The Advocate, March 29
Pennsylvania, Reading, Times, November 12
New Jersey, Bridgeton, Bridgeton News, November 29
Massachusetts, Springfield, Daily News, November 21
Massachusetts, New Bedford, The Standard-Times, July 5
Mississippi, Hattiesburg American, November 17
Los Angeles, The Los Angeles Times, November 12
Los Angeles, The Los Angeles Times, November 19
Pennsylvania, Reading Eagle, November 12
Oklahoma, Guthrie Daily Leader, November 18
Mississippi, Hattiesburg American, November 21
California, Marysville-Yuba City, Appeal-Democrat, November 8
Indiana, Hartford City, The Hart
California Paso Robles, The Daily Press, November 5
California, Monterey, Peninsula Herald, November 10
Douglas Arizona, The Daily Dispatch, November 9
Lousisiana, Minden, Press-Herald, November 13
Pennsylvania, Du Bois, The Courier-Express, November 6
Bridgeton, The Bridgeton News, November 7
South Dakota, Lawrence, South Dakota Daily News, November 7
Georgia, Athens, Banner-Herald Daily News, January 1
Pennsylvania, Lancaster, Intelligencer Journal, July 2

No. 1831
CP

Pennsylvania, Lancaster, New Era, July 2
Texas, Lardeo, The News, July 5
San Diego, San Diego Transcript, July 17
Massachusetts, Framingham, Meddlesex News, September 9
Pennsylvania, York, York Daily Record, July 20
Hamitlon & Fairfield, Ohio, Journal-News, August 28
Michigan Kalamzoo Gazette, September 22
Alabama, Montgomery, Alabama Journal, September 24
California, Oceanside Balde -Tirbune, September 10
West Virginia Beckley, Register/Herald, August 11
Los Angeles, The Los Angeles Times, June 3
Los Angeles, The Los Angeles Times, May 8
Neodesha, Sun, August 6
Pennsylvania Pottstown, The Mercury/Weekend Dispatch, August 10
Los Angeles, The Los Angeles Times, July 16
Wisconsin, Chippewa, Herald-Telegram, August 17
Pennsylvania Lancaster, New Era, June 5
Texas Laredo, The News, July 21
Oklahoma, The Lawton Morning Press-Constitution, July 22
Texas, Denison, The Denison Herald, June 4
Massachusetts Springfield, August 23
Missouri, Golden Vally, The Clinton Daily Democrat, November 5
Alabama Montgomery, The Alabam Journal, September 4
Alabama Montgomery, The Alabama Journal, September 4
California, Oceanside, Blade Tribun, September 3
Hamilton & Farfield, Ohio, Journal-News, August 28
Massachusetts, Springfield, Daily News, August 22
New Jersey, Bridgeton, Bridgeton News, November 7
Los Angeles, The Los Angeles Times, November 14
Los Angeles, The Los Angeles times, November 19
Indiana Bedford, The Times-Mail, November 8
Iowa, Ottumwa, The Ottumwa Couier, November 12
Ohio Bowling Green, The Daily Sentinel, October 16
Ohio Bowling Green, The Daily Sentinel, October 28
Massachusetts, Hyannis, Cape Cod Times, October 21
California, Santa Monica, Outlook, July 19
Pennsylvania Honesdale, The Wayne Independent, July 16
Michigan, St. Joseph Benton Harbor, The Herald-Palladium, July 23
Massachusetts, Springfield, Republican, July 14
Texas, Laredo, The News, July 3

Ad No. 1828
NCP

California, Pomona, Progress Bulletin, April 21
California Riverside, Press Enterprise, April 21
Gazette, Kalamazoo, The Gazett News, October 28
South Dakota, Lawrence County Lead, November 9
Mt. Vermon, Illinois, The Register News, November 12
Texas, Mexia, Texas Mexia News, November 8
California, Palm Springs, The Desert Sum, September 10
Michigan, Marshale Chronicle, November 14
Ohio, Van Wert, Time-Bulletin, November 12
California, Marysville-Yuba, Appeal-Democrat, November 12
Pennsylvania,Reading, The Times, November 12
Illinois, Aurora, Beacon-News, November 28
South Dakota, Lawrence Coutny, Lead, November 13
Pennsylvania, DuBois, The Courier-Express, November 12
virginia, Harrisonburg, Daily News-Record, November 12
Lousisiana, MInden, Press-Herald, November 14
Texas, Laredo, The News, July 22
Massachsetts, Springfield, The Morning Union, September 6
Alabama, Montgomery, Alabama Journal, September 9
Louisiana, Ames, Tribune, June 5
Massachusetts, Springfield, Daily News, June 5
Massachusetts, Springfield, The Morning Union, September 9
Midland, Reporter-Telegram, September 1
Illinois, Waukegan, The News-Sun, July 26
Texas, Laredo, The News, July 26
Massachusetts, Marlboro-Hudson, Enterprise Sun, July 20
New Jersey, Hackensack, The Record, August 7
Massachusetts, Springfield, Daily News, August 8
Los Angeles, The Los Angeles Times, May 6
California, Torrance, Daily Breeze, August 24
Mississippi, Grenada, The Daily Sentinet-Star, November 15
California, Torrance, Alabama Journal, August 30
Alabama, Montgomery, The Advertiser, August 30
Alabama, Montgomery, Alabama Journal, September 9
Gazette, Janesville, The Janesvill, August 21
Massachusetts, Springfield, Daily News, September 21
New York, Peekskill, The Evening Star, December 13
Massachsetts, Springfield, Morning Union, September 27

Ad. No. 84-865
INAME

Hammond, La Star Shooping Guide, April 21
California, Torrance, Daily Breegze, September 25
California, Marysville, Appeal-Demcrat, November 20
Texas, Clute, Brazosport Facts, August 4
Oklahoma, Bartlesville, Examiner-Enterprise, July 29
West Virginia, Martinsburg, Journal, September 19
Massachusetts, springfield, Morning Union, August 2
Massachusetts, Springfield, Daily News, August 1
Ohio, Athens, The Messenger, August 12
California, Monterey, Peninsula Herald, August 4
Worldstock, Illinois, Sentinel-Herald, August 20

Ad No. 84-865

California, Pasadera, Star News, July 20

Ad No. 84-864
Illinois, Waukegan, The News Sun, July 19
Massachusetts, Springfield, August 1
West Virginia, Beckley, Register/Herald, August 20
Massachusetts, Hyannis, Cape Cod Times, September 6
West Virginia, Charleston, Gazette News, August 27
South Carolina, Columbia, The State, November 7
Wisconsin, Janesville, Gazette News, September 4
Pennsylvania, York, Record, August 27
Pennsylvania, York, The Daily Item, May 23
Massachsetts, Springfield, Morning Union, August 25
New York, Oneonta, The Daily Star, October 2
Alaban, Democrat-Herald, September 24
Bellingham, The Bellingham Herald, September 24
Massachusetts, Framingham Middlesex News, October 2
Massachusetts, Springfield, Daily News, October 10
Olean, Olean Times Herald, June 22
Floria, W. Palm Beach, The Post, July 27
California, Indio, Daily News, July 27
Pennsylvania, York, Reocrd, August 14
New York, Oneonta, The Daily Star, August 15
El Dorado, News-Times, August 7
Texas, Laredo, The NEws, July 22
Illinois, Ottawa, Daily News, July 20
Maine, Brunswick, Time Record, July 11
Missouri, Chillicothe, Constitution-Tribune, August 21

VOLUNTEER AGAINST ILLITERACY

Newspaper Contributions

May - June, 1985

-By the year 2,000

1/2/85 The Times of the Americas
) 5/5/85 Ca. Riverside Press Enterprise
) 5/7 Ia. Webster City Daily Freeman
) 5/9 Ca. Riverside Press Enterprise
) 5/31 Ks. Newton Kansan
) 6/20 Ind. Jasper Herald
7) 4/16 Times Spirit
8) 4/15 Ca. Riverside Press Enterprise
9) 5/8 Ca. Los Angeles Times
6/3 Ca. Los Angeles Times
11) 7/3 Ca San Diego Daily Transcript
2) 6/17 Ind. Dubois Herald
13) 4/27 Ca. Riverside Press Enterprise
14) 4/27 Jamesville Gazette
15) 5/2 Tx. Bayton Sun
16) 5/1 Ca. Riverside Press Enterprise
17) 5/24 Conn. Southern Conn. Newspapers
18) 7/15,7/22 Ca. Los Angeles Times
19) 4/20 Oregan,Salem Safeway
20) 4//5 Ill. Arlington Heights Herald
21) 5/1 Ky. Elizabethtown News-Enterprise
22) 7/15 Ca. Los Angeles Times
3) 5/28 Ca. Los Angeles Times
24) 3/12 Pa. Washington Obsever-Reporter
25) 7/17 Ca. San Jose Mercury News

6)	7/9	Texas	Laredo	News
7)	7/2	Texas	Laredo	News
8)	7/11	Texas	Laredo	News
9)	7/18, 7/22	Texas	Laredo	News
0)	7/12	Ill.	Lake County	News Sun
1)	7/2	Conn	Greenwich	Times
2)	7/7	Mich.	Pontiac	Oakland Press
3)	6/28	Texas	Laredo	News
4)	7/14	Texas	Laredo	News
5)	7/15	Texas	Laredo	News
)	7/7	Texas	Laredo	News
7)	7/15	N.Y.	Olean	Times Herald
)	3/3	N.Y.	Passaic Clifton	Herald News
	3/2	Ohio	Bowling Green	Daily Sentinel
)	5/7	Fla.	Boca Raton	News
)	3/19	Neb.	Holdredge	Citzen
2)	7/15	Ca.	San Diego	Daily Transcript
)	7/3	N.J.	North	Herald News
)	7/22		Olean	Times Herald
)	6/10	Ill.	Taylorville	Breeze Courier
)	3/2	W.V.	Beckley	Regdster Herald
)	7/7	Ca.	Monterey	Peninsula Herald
)	7/12	Ca.	Napa	Register
)	7/8		Visalia	Times - Delta
)	7/5	Pa.	Carlisle	Alive
)	7/5,7/2	Pa.	Lancaster	New Era
	/5,7/2	Pa.	Lancaster	Intellgencer - Journal

55)	7/16	Ca.	Los Angeles	Times
56)	7/19	Wa.	Mt. Vermon	Skagit Valley Herald
57)	7/17		Decatur	Daily
58)	7/7	N.J.	Middlesex	News
59)	6/17,6/20	Ind.	Jasper	Herald
61)	5/9	Ca.	Paso Robles	Central Coast Times
62)	6/4	Ks.	Newton	Times
63)	6/21	Ca.	Watsonville	Register Pajaronian

3!

64)	7/10	La.	Minden	Press - Herald
65)	7/10	Tx.	Laredo	News
66)	7/17	Ca.	Long Beach	Press Telegram
67)	7/2	Ca.	Monterey	Peninsula Herald
68)	7/7	Mn.	St. Paul	Pioneer Press & Dispatch
	7/12;7/13,7/19,7/29,	Tx.	Laredo	News
73)	6/29	Ca.	Indio	News
74)	6/27	N.Y.	Malone	Telegram
75)	7/5	Tx.	Denison	Herald
76)	7/12	Oh.	Marietta	Times
77)	7/17	Tx.	Laredo	News
78)	7/16	Oh.	Findlay	Courier
79)	7/20	Pa.	Pottstown	Mercury/Weekend
80)	7/23	Mich.	Benton Harbor	Herald Palladium
81)	7/5	Ma.	New Bedford	Standard - Times

There's an epidemic...

	4/14,5/5-11,6/2-8		Pomona	Progress Bulletin
	4/17,5/3,4/29	Ca.	Riverside	Press Enterprise
89)	4/25	Iola		Register
90)	4/24	La.	Slidell	Daily Sentry News
91)	4/25	Ca.	Riverside	Press Enterprise
92)	4/28, 5/4	Ca.	Pomona	Progress Bulletin
93)	5/19-25	Ca.	Pomona	Progress Bulletin
	4/19, 4/21,	Il	Arlington Heights	Herald
96)	529	Ohio	Alliance	Review
97)	7/4	Mich.	Kalamazoo	Gazette

98)	6/4 Ca.	Los Angeles	Times
99)	5/27 Ca.	Los Angeles	Times
100)	3/19 Pa.	Washington	Observer - Reporter
101)	7/15 Az.	Mesa	Tribune
102)	7/13 Oh.	Alliance	Riview
103)	3/22 Ill.	Arlington	Herald
104)	7/11 Ca.	San Jose	Mercury News
105)	7/7 Ca.	Pomona	Progress Bulletin
106)	7/4 Mich.	Kalamazoo	Gazette
107)	7/1 Mont.	Bozeman	Daily Chronicle
108)	7/13 Mass.	Lynn	Daily Evening Item
109)	7/2	Longview	Daily News
110)	7/2 N.J.	Bridgeton	Evening News
111)	7/19Texas	Laredo	News
112)	7/17 Ark.	Hot Springs National Park	Sentinal Record
113)	7/17	St. Paul	Pioneer Press and Dispatch
114)	7/17	Ala Lanett	Valley Times - News
115)	7/19 Fla.	West Palm Beach	Post
116)	7/16	Billingham	Herald
117)	6/10 Fla.	Boca Raton	News
118)	7/15 Ca.	Sacramento	Bee
119)	7/15 Oh.	Athems	Messenger
120)	7/15 Tx.	Laredo	News
121)	2/24 Wy.	Laramie	Boomerang
122)	7/13 Mass.	Lynn	Daily Evening Item
123)	6/8 Ill.	Taylorville	Breeze - Courier
124)	7/2	Longview	Daily News
125)	3/9 N.Va	Beckley	Register/Herald

126) 3/9 Ohio	Bowling Green	Daily Sentinel Tribune
127) 7/22 Ca.	San Diego	Daily Transcript
128) 7/11 Ark.	El Dorado	News Times
7/8,7/7,6/29,6/28 Tx	Laredo	News
133) 6/27 Ca.	El Centro	Inperial Valley Press
134) 7/8 Missouri	Chillicothe	Constitution - Tribune
135) 6/28 Ill.	Ottowa	Daily Times
136) 7/8	Brownwood	Bulletin
137) 7/7	Decatur	Daily
138) 7/1 Pa.	Lancaster	New Era
139) 7/1 Pa.	Lancaster	Intelligencer Journal
140) 6/29 Va.	Harrisonburg	Daily News Record
141) 7.4 Al.	Florence	Alabama Daily Times
142) 7/7 Mass.	Framingham	Middlesex News
143) 7/10 Maine	Brunswick	Times Record
144) 6/16-22 Ca.	Pomona	Bulletin
145) 5/6 Ca.	L.A.	Times
– 6/30,7/8,7/16,7/20 Texas	Laredo	News
150) 7/16 Texas	Clute	Brazosport Facts
151) 7/19 Ky.	Paducah	Sun
152) 7/9 Ohio	Cleveland	Daily Banner
153) 6/30 Ca.	Pomona	Progress Bulletin
154) 7/9	Enid	Morning News
155) 7/10 N.J.	North	Herald News
156) 7/8 Pa.	Lancaster	Intellegencer
157) 7/12 Ca.	San Diego	Transcript
158) 7/6 Texas	Laredo	News
159) 6/28 Ca.	Palm Springs	Desert Sun

160)	8/11	Menn.	St. Paul	Press and Dispatch
161)	7/11	La	Minden	Press Herald
162)	7.14	Tx.	Laredo	News
163)	7.17	Ca.	Napa	Register
164)	7/3	Ill.	Clinton	Journal
165)	7/8	Pa.	Lancaster	Intellegencer Journal
166)	7/10	Pa.	Lancaster	New Era
167)	7/10	N.J.	Clifton	Herald
168)	7/9	Pa.	Honesdale	Wayne Independent
169)	7/24	Ca.	Dan Diego	Transcript
170)	7/22	Texas	Laredo	News
171)	7/2	Texas	Laredo	News
172)	7/29	Va.	Harrisonburg	Daily News Record
173)	5/11	Pa.	Pittstown	Mercury Weekend Dispatcher

27 Million Americans Can't

174)	4/15	Mt.	Missoula	Misshalian
175)	7/8	Ca.	San Diego	Transcript
176)	6/1	Pa.	Milton	Standard
177)	5/15	Fla.	Boca Raton	News
178)	5/21	Fla.	Boca Raton	News
179)	5/21	Ca.	Los Angeles	Times
180)	2/15	Md.	Hagerstown	Daily Mail
181)	5/2	La.	Hammond	Daily Star
182)	7/18	Ca.	San Jose	Mercury News
183)	7/17	Mich.	Kalamazoo	Daily Times
184)	7/1	Texas	Kalamazoo	Gazette
185)	7/12	Mass.	Springfield	Morning Union

186)	7/11	Mass.	Springfield	News
187)	7/1	Texas	Laredo	News
188)	7/9	N.D.	Wahpeton	News
189)	7/17	Texas	Laredo	News
190)	7/5	Mass	Framingham	News
191)	7/12	Ill.	Ottawa	Daily Times
192)	7/21	Texas	Laredo	News
193)	7/13	Texas	Laredo	News
194)	7/11	Texas	Laredo	News
195)	7/12	Texas	Laredo	News
196)	7/9	Texas	Laredo	News
197)	7/11	Mass.	Springfield	News
198)	7/19	Al.	Selma	Times Journal
199)	7/12	Maine	Brunswick	Times Record
200)	7/29	Vt.	St. Johnsbury	Caledonian Record
201)	7/3		Delphos	Herald
202)	3/5	Pa.	Washington	Observer Reporter
203)	7/9	Michigan	Benton Harbor	Herald
204)	7/10	Ark	Hot Springs	Sentinel Record
205)	7/1o		Decatur	Daily
206)	7/10	Texas	Laredo	News
207)	7/6	Ia	Council Bluffs	Nonpareil
208)	6/28	Ca.	Palm Springs	Desert Sun
209)	6/28	Ill.	Freeport	Journal
210)	7/4	Ohio	Athens	Messenger
211)	7/5	Ill.	Wankegon	News Sun
212)	7/12	Conn	Stamford	Adovcate
213)	6/19	Ca.	Watsonville	Register

214)	7/13	W V	Martinsburg	Jouranl

Business Press Ad - Exxon...

215)	7/1	Ca.	San Diego	Daily Transcript
216)	7/3	Ark.	Hot Springs	Sentinel
217)	7/14	Ill.	Decatur	Daily
218)	7/2	NY	Catskill	Mail
219)	7/29	Ca.	San Diego	Transcript
220)	7/20	Texas	Laredo	News
221)	7/16	Texas	Laredo	News
222)	3/5	Neb.	Holdredge	Citizen
223)	7/12	Ark.	Searcy	Daily Citizen
224)	7/10	Wa.	Olympia	Olympion
225)	7/2		Pawturxet	Times
226)	7/8		Fairborn	Herald
227)	6/30	Texas	Laredo	News
228)	5/30	Fla.	Boca Raton	News
229)	7/8	Texas	Laredo	News
230)	7/5	Ill.	Ottowa	Times

Variatins on VAI ads designed by local newspapers

	7/11,7/17,	Ca.	San Jose	Mercury News
	4/30,5/1, 3/19	Wash.	Vancauaer	Columbion
236)	4/30	Ore.	Pendleton	East Orogoneon
	5/5,4/25	Ga.	Lawrenceville	Gwinnett
239)	7/19	Ill.	Arlington	Herald
240)	2/25	Ohio	Deowoce	Gozette
241)		Ga.	Laurenceville	News

The Advertising Council inc

To: Volunteer Against Illiteracy Campaign Task Force
From: Norma Kramer, Campaign Manager
Re: Newspaper Media support reported in April, 1985

The Ad Council Received 277 additional tear-sheets, (436 to date), for a newspaper media contribution of 90,060 lines (123,228 to date).

Newspaper Cooperation Plan, 91 Ads (198 to date); 13,104 Lines (28,512)

	State	City	Newspaper	Date	Ad #
1)	CA	Pomona	Daily Progress	2/17	869
2)	CA	Pomona	Daily Progress	2/24	869
3)	CA	Pomona	Daily Progress	3/10	869
4)	CA	Pomona	Daily Progress	3/24	869
5)	CA	Pomona	Daily Progress	3/31	869
6)	CA	Pomona	Daily Progress	4/7	869
7)	NH	Claremont	Eagle Times	1/8	869
8)	NY	New York	Times of the Americas	1/16	869
9)	CO	Snomass Village	Sun	1/31	869
10)	IN	Jasper	Herald	2/6	868
11)	IN	Jasper	Herald	2/11	868
12)	NY	New York	Times of the Americas	2/13	869.
13)	IN	Jasper	Herald	2/15	868
14)	IN	Jasper	Herald	3/1	868
15)	IN	Jasper	Herald	3/1	868
16)	CO	La Junta	Tribune-Democrat	3/26	868
17)	MN		Country Squire	3/27	868
18)	NB	York	News-Times	3/28	868
19)	CT	Southern	SC Newspapers	3/29	368
20)	IL	Watseka	Times-Republican	4/2	368
21)	IN	Jasper	Herald	4/11	368
22)	IN	Warren	Times Observer	4/13	369
23)	IN	Lake Powell	Preview	4/17	368
24)	IN	Lake Powell	Preview	4/24	368
25)	CO	Snowmass Village	Sun		368(adapted)
26)	CO	Lake Powell	Preview	5/8	368
27)	KS	Newton	Kansan	2/1	369
28)	MS	Grenada	Daily SentinelStar	2/8	368
29)	CT	Stamford	Southern CT Newspapers	2/10	368
30)	CT	Greenwich	Southern CT Newspapers	2/10	368
31)	OH	Alliance	Review	2/15	368
32)	TN	Paris	Post-Intelligencer	2/15	368
33)	MN	Austin	Herald	3/25	368
34)	CA	El Centro	Imperial Valley Press	3/28	368
35)	MA	Northampton	Daily Hampshire Gazette	3/28	368
36)	OH	Bowling Green	Daily Sentinel-Tribune	3/30	368
37)	KY	Middlesboro	Daily News	3/30	368
38)	CT	Stamford	Southern CT Newspapers	3/31	368

Newspaper Media support reported
in April, 1985 -- Page 2

	State	City	Newspaper	Date	Ad #
39)	KY	Paducah	Sun	3/31	368
40)	CA	Riverside	Press Enterprise	4/1	369
41)	PA	Latrobe	Bulletin	4/1	368
42)	AR	Camden	News	4/2	368
43)	AR	Ponca City	News	4/2	368
44)	KS	Abilene	Reflector Chronicle	4/2	368
45)	NJ	Passaic Clipton	Herald News	4/2	368
46)	NM	Carlsbad	Current Argos	4/2	368
47)	NY	Catskill	Daily Mail	4/2	368
48)	NY	Malone	Telegram	4/2	368
49)	OK	Anadarko	Daily News	4/2	368
50)	OK	Clinton	Daily News	4/2	368
51)	OH	Butler	Eagle	4/2	368
52)	TN	Oak Ridge	Oak Ridger	4/2	368
53)		Ashland	Times Gazette	4/2	368
54)	CA	Riverside	Press Enterprise	4/3	368
55)	PA	Latrobe	Bulletin	4/3	368
56)	WV	Martinsburg	Evening Journal	4/4	368
57)	CA	Riverside	Press Enterprise	4/5	369
58)	IN	New Castle	Courier Times	4/5	368
59)	NY	Malone	Telegram	4/5	368
60)	CA	Riverside	PressEnterprise	4/7	368
61)	PA	DuBois	Courier Express	4/8	368
62)	CA	Riverside	Press Enterprise	4/9	369
63)	MA	Northampton	Daily Hampshire Gazette	4/9	368
64)	PA	Titusville	Herald	4/9	368
65)	CA		Breeze Advertiser	4/10	368
66)	CA	Riverside	Press Enterprise	4/11	368
67)	CA	Riverside	Press Enterprise	4/13	369
68)	MI	Benton Harbor St. Joseph	Herald Palladium	4/16	369
69)	CA	Riverside	Press Enterprise	4/23	368
70)	IA	Le Mars	Daily Sentinel	4/24	368

International Newspaper Advertising and Marketing Executives Ads
(164 Ads; 71832 Lines)

	State	City	Newspaper	Date	Ad #
71)	IN	Michigan City	News Dispatch	2/6	864
72)	MI	Grand Rapids	Pioneer	2/8	864
73)	TX	Columbia	Record	2/9	864
74)	MI	St. Joseph	Herald Palladium	2/9	864
75)	OH	Newark	Advocate	2/10	864
76)	CT	Stamford	Advocate	2/11	864
77)	AR	Donca City	News	2/12	864
78)	WV	Beckley	Register/Herald	2/15	864
)	NJ	Passaic Clifton	Herald News	2/17	864
80)	IN	Bedford	Times Mail	2/22	864
81)	PA	Washington	Observer Reporter	2/25	864
82)	IA	Ames	Tribune	2/26	864

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	State	City	Newspaper	Date	Ad #
83)	PA	Washington	Observer Reporter	2/25	864
84)		Greenville	Herald Banner	2/20	864
85)	CA	San Diego	Daily Transcript	3/4	864
86)		La Salle	Tribune	2/19	867
87)	KS	Fort Scott	Tribune	2/20	867
88)		Marinette	Star Eagle	2/22	867
89)	KS	Junction City	Sunday Union	2/24	867
90)		Cedar Rapids	Gazette	2/24	867
91)		Greenville	Herald Banner	2/24	867
92)	AR	Ponca City	News	2/24	867
93)		Goldsboro	News-Argus	2/24	867
94)	NC	Roanoke Rapids	Daily Herald	2/25	867
95)	GA	Dublin	Courier Herald	2/25	867
96)	IN	Greenfield	Daily Reporter	2/25	867
97)	MI	Big Rapids	Pioneer	2/25	867
98)	LA	Minden	Press Herald	2/25	867
99)	PA	Phoenixville	Evening Phoenix	2/25	867
100)	PA	Pottstown	Mercury	2/25	867
101)	IN	Bloomington	Herald Telephone	2/26	867
102)	VA	Harrisonbourg	Daily News-Record	2/26	867
103)		Salisbury	Post	2/26	867
104)	MD	Hagerstown	Daily Mail	2/27	867
5)	MD	Hagerstown	Morning Herald	2/27	867
106)		Atchison	Globe	2/27	867
7)	NY	Melville	Newsday	2/28	867
108)		Atchison	Globe	2/27	867
09)	SC	Columbia	The State	3/2	867
0)	SC	Columbia	Record	3/2	867
111)	CA	Oceanside	Blade Tribune	3/8	867
112)	NJ		Sunday Herald-NEws	3/10	867
113)	PA	Washington	Observer Reporter	3/19	867
114)	OR	Eugene	Register Guard	3/21	867
115)	CA	San Diego	Daily Transcript	3/25	867
116)	NB	Holdredge	Citizen	3/26	867
117)	CA	Half Moon Day	Review	4/14	867
118)	IA	Ames	Tribune	4/9	867
119)	IN	Michigan City	News Dispatch	5/7	867
120)		Goldsboro	News Argus	2/10	865
121)	NJ	New Brunswick	Home News	2/10	865
122)	IN	Greenfield	Daily Reporter	2/11	865
123)	MI	Big Rapids	Pioneer	2/11	865
124)	NC	Roanoke Rapids	Daily Herald	2/11	865
125)	IL	Woodstock	Sentinel Herald	2/11	865
126)	CT	Stamford	Advocate	2/12	865
127)	VA	Harrisonburg	Daily News-Record	2/12	865
128)	NC	Salisbury	Post	2/12	865
129)	VA	Harrisonburg	Daily News-Record	2/12	865
)	ND	Jamestown	ND Sun	2/12	865
)	OH	Newark	Advocate	2/13	865
132)	NC	Kannapolis	Daily Independent	2/14	865
3)	OH	Defiance	Crescent News	2/14	865

Newspaper Media support reported
in April, 1985 -- Page 4

	State	City	Newspaper	Date	Ad #
134)	AR	Ponca City	News	2/14	865
135)	IA	Ames	Tribune	2/15	865
136)	IL	Macomb	Daily Journal	2/15	865
137)	WI	Green Bay	News Chronicle	2/15	865
138)	CT	Stamford	Advocate	2/15	865
140)	WI	Appleton/etc.	Post-Crescent	2/15	865
141)	SC	Columbia	State	2/16	865
142)	SC	Columbia	Record	2/16	865
143)	WI	Marshfield	News Herald	2/16	865
144)	KS	Junction City	Sunday Union	2/17	865
145)	AR	Ponca City	News	2/17	865
146)	IA	Cedar Rapids	Gazette	2/17	865
147)	IN	Greenfield	Daily Reporter	2/18	865
148)	LA	Bastrop	Daily Enterprise	2/19	865
149)	KY	Paducah	Sun	2/21	865
150)		Greenville	Herald Banner	2/22	865
151)	WV	Beckley	Register/Herald	2/22	865
152)	NJ	North Jersey	Herald News	2/24	865
153)	IN	Michigan City	News Dispatch	2/26	865
154)	OH	Bowling Green	Daily Sentinel Tribune	2/28	865
155)	PA	Washington	Observer-Reporter	3/5	865
156)	PA	Pottstown	Mercury	3/11	865
157)	CA	San Diego	Daily Transcript	3/11	865
158)	NB	Holdredge	Citizen	3/12	865
159)	TX	Dallas	Times Herald	3/28	865
160)	IL	Arlington Hts.	Kaily Herald	2/19	866
161)	KY	Paducah	Sun	2/14	866
162)	LA	Bastrop	Daily Enterprise	2/15	866
163)	AR	Ponca City	News	2/17	866
164)		Goldsboro	News-Argus	2/17	866
165)		Laramie	Sunday Boomerang	2/17	866
166)	IN	Greenfield	Daily Reporter	2/18	866
167)	NC	Roanoke Rapids	Daily Herald	2/18	866
168)	OH	Defiance	Crescent News	2/19	866
169)	VA	Harrisonburg	Daily News Record	2/19	866
170)	OH	Newark	Advocate	2/19	866
171)		Waltham/Watertown	News Tribune	2/19	866
172)		Salisbury	Post	2/19	866
173)	IA	Ames	Tribune	2/19	866
174)		Brocton/etc.	Daily Transcript	2/19	866
175)		Selma	Times-JOurnal	2/20	866
176)	MA	Newton	Family Shopper	2/20	866
177)	MA	Burlington Etc.	Transcripts	2/20	866
178)	MS	Oxford	Eagle	2/20	866
179)	MA	Newton	Graphic	2/20	866
180)	MD	Hagerstown	Daily Mail	2/21	866
181)	IN	Hammond	Times	2/11	866
182)	MA	Lynn	Daily Evening Hem	2/22	866
183)	SC	Columbia	State	2/23	865
184)	SC	Columbia	Record	2/23	865

Newspaper Media support reported
In April, 1985 -- Page 5

	State	City	Newspaper	Date	Ad #
185)	TX	Greenville	Herald Banner	2/23	865
186)	GA	Moultrie	Observer	2/25	865
187)	IL	La Salle	News Tribune	2/26	865
188)	IL	Selma	Times Journal	2/27	865
189)	WV	Beckley	Register/Herald	3/2	865
190)	PA	Washington	Observer Reporter	3/12	865
191)	CA	San Diego	Daily Transcript	3/18	865
192)	TX	Dallas	Times Herald	3/30	865

The Following Publications Changes the Ads in the Ways Specified:

	State	City	Newspaper	Date	Ad#	Changes
193)	CA	Paso Roble	Daily Press	2/1	868	Enlarged
194)	KS	Ft. Scott	Tribune	2/13	867	Enlarged
195)	KS	Ft. Scott	Tribune	2/15	867	Enlarged
196)	CA	Oceanside	Blade-Tribune	2/17	866	Enlarged & Rearrang
197)	CA	Oceanside	Blade-Tribune	2/18		Tag Line Filler
198)	GA	Gwinnett	Daily News	2/18	867	Elongated
99)	IL	Woodstock	Sentinel Herald	2/20	865	Body Copy Excluded Reduced
00)	IL	Hanover	Daily Herald	2/20	868	Reduced
201)	LA	Hammond	Daily Star	2/21	864	Company Names Delet
202)		Leesburg	Commercial	2/24	869	Reduced
203)	IL	Woodstock	Sentinel Herald	2/25	867	Bottom of Ad Only
204)	IL	Arlington Heights	Herald	2/28	867	Reduced
205)	IL	Woodstock	Sentinel-Herald	2/28	867	Botton on Ad Only
206)	GA	Lawrenceville	Gwinett Daily News	3/11		Tag Line Only
207)	MA	Lowell	Sun	3/4	864	Bottom of Ad, No Co. Names
208)		Oxford	Eagle	3/15	865	Ad Narrowed & Reduce
209)	WA	Aberdeen	Daily World	3/28	869	Enlarged
210)	CT	Stamford	Advocate	3/17	864	Some Companies cut c
211)	IL	Palatine	Daily Herald	3/14	869	Reduced
212)	GA	Gwinnett/ Lawrenceville	Daily News	3/6	866	Top of Ad Cut Off
213)	OR	Eugene	Register-Guard	3/20		Magazine Ad Used
214)	OR	Medford	Mail Tribune	3/19		Magazine Ad Used

See Some of These Variations - Attached:

5)	KY	Fulton	Daily Leader	4/1	866	Reduced
6)	IL	Long Grove	Daily Herald	4/5	869	Reduced
7)	CA	El Centro	Imperial Valley Press	4/6	868	Reduced
218)	IL	Arlington	Herald	4/7	869	Reduced

Newspaper Media support reported
In April, 1985 -- Page 6

	State	City	Newspaper	Date	Ad #	Changes
219)	CA	Oceanside Blade	Tribune	4/7		Tag Only
220)	CA	Oceanside Blade	Tribune	4/9		Tag Only, Bottom Stretched
221)	IL	Kewanee	Star Courier	4/23	368	Enlarged

APPENDIX H.9
Advertising Council
Television Report
1st Quarter, 1986

INTER-OFFICE MEMORANDUM

THE ADVERTISING COUNCIL, INC.

From: Norma Kramer

Date: May 19, 1986

To: Volunteer Against Illiteracy Campaign Task Force: Gloria Landa*;Robert F. Lauterborn; Gary Hill*; Annabel Newman; Casey Jones; Alexa Gardner

Subject: Television Report 1st Quarter, 1986

In 1985, we estimate, that TV stations contributed $15,227,250 in time to our campaign.

In 1986, the first indication of what is happening with our TV effort, is the March, 1986 BAR Report. That tells us that TV contributions of time were monitored in 13 states, 16 cities and were presented by 19 stations. 42 spots are listed (8 - 10 seconds; 27 - 3 seconds; 6 - 60 seconds.) An estimated 22,353,000 households were reached and that represents about 26.91 of the U. S. population. The spots total 1,310 seconds of TV time.

These were the states: California, Florida, Georgia, Michigan, Maryland, Minnesota, Missouri, New York, Nebraska, Oklahoma, Ohio, Pennsylvania, Virginia.

These were the cities: Atlanta, Baltimore, Columbus, Detroit, Harrisburg, Los Angeles, Minneapolis, New York, Norfolk, Oklahoma City, Omaha, Portland, San Diego, San Francisco, St. Louis, West Palm Beach.

These were the stations: KCOP, KETV, KGO, KGTV, KMOX, KSDK, KTVI, KTVY, WATL, WBFF, WCCO, WCSH, WDIV, WHP, WJC, WNBC, WPTV, WTTE, WVEC

Most of the spots were shown during daytime viewing hours and one was shown in prime time. The areas of the country were the northeast and midwest, north and California. Not represented well werethe west, northwest and southwest states. The Coalition might want to do something to improve that.

Appendix I.1
Business Council for
Effective Literacy

BCEL BUSINESS COUNCIL FOR EFFECTIVE LITERACY

Newsletter for the Business Communi
ADULT LITERACY: PROGRAMS • PLANNING • ISSUES
A Newsletter For The Business Community
(Issues for September 1985 to Jan.19
VOL.1 SEPTEMBER 1984

A MESSAGE TO CORPORATE CEOs

from
Harold W. McGraw, Jr.
Chairman, McGraw-Hill, Inc.
President, Business Council for
Effective Literacy

Twelve pages is long for a newsletter, too long obviously to sensibly request that you personally invest your time in going through them. I do urge you, however, to read at least the several paragraphs of this message. More and more of us in the business community have become firmly convinced that the immense and growing challenge of functional illiteracy constitutes one of the really major social problems we face in America today, and we are taking action. But many in business are still not really aware of the problem's full scope, its general implications for all Americans, and its specific implications for business in America.

Right now twenty-seven million adult Americans can't read and write well enough to qualify for jobs ... fill out a job application ... write a letter ... understand the label on a medicine bottle ... or make full use of their native abilities to lead productive and satisfying lives. There are in addition close to twice that number ... an estimated forty-five million adult Americans ... whose basic skills of reading and writing are at best barely marginal. That adds up to seventy-two million essentially nonliterate people, all 17 years of age and over.

Lacking those basic skills, a high percentage of that number are not making it in our society. Well over a majority of each of three groups, those who are unemployed, those who are on welfare, and those who constitute our prison population, are functionally illiterate. I urge you to consider the economic as well as the human tragedy represented in those statistics.

BCEL's Exec. V.P. Dan Lacy, Vice Pres. Gail Spangenberg, & Pres. Harold W. McGraw, Jr.

Virtually all businesses today are adversely affected by the large numbers in their work force with weak or nonexistent basic skills that result in lower productivity, poor product quality, lost management and supervisory time, and restricted mobility and promotability of employees. An estimated three-fourths of the currently unemployed are functionally illiterate, seriously reducing the pool of competent persons for new hires. And as potential customers, those who can't read are hardly likely to identify product labels or print advertising.

Corporations are of necessity doing an increasing amount of costly in-house basic skills training today to achieve the size of work force needed. They will be finding it necessary to do considerably more of it in these next few years. But the scope of the challenge is such that business can't accomplish it alone, nor can any one segment of America. Local and state governments are increasingly investing funds to supplement the federal government's efforts to meet the problem, and the number of voluntary literacy agencies is growing. But all of them together are today only treating an estimated 5 percent of the problem. And the number of functional illiterates in this country is growing by approximately 2¼ million adults annually.

Business must give an even higher priority to this problem among their many pressing corporate social responsibilities. And, in addition to increasing their funding for the needed expansion of the efforts of the various literacy agencies in the field, they must increasingly join with them and the local, state, and federal government agencies in bringing added management, organizational, and planning skills to an integrated, overall effort. It will require that kind of joint endeavor to make any sizable inroad on a problem that has been markedly outgrowing the degree of the current effort to meet it.

This newsletter is long because it is more than just a quick update on new efforts in the literacy field. We hope it can serve business as a longer-term reference on the scope and implications of the overall problem and on the types of agencies now working on it and how they operate. It gives specific suggestions as to how business can best help, and specific examples of how some corporations are meeting this challenge now. I therefore also urge that you forward this reference tool on the functional illiteracy battle to appropriate officers in your corporation for further review. But there can be no one more appropriate than the CEO in determining a corporation's priorities of interest. The problem vitally needs and merits your full personal awareness and involvement.

The Business Council for Effective Literacy is a publicly supported foundation established earlier this year to foster greater corporate awareness of adult functional illiteracy and to increase business involvement and support in the literacy field. We support a small, highly trained, professional staff to interact with literacy groups and planners around the country—continually assessing their activities, needs, and concerns—so as to provide responsible advice to the business community on the opportunities for their involvement and funding.

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Statewide Planning: An Urgent Need 9
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Recent BCEL Actions 12
BCEL Directors, Officers & Staff 12

ADULT FUNCTIONAL ILLITERACY: ON THE VERGE OF CRISIS

Who Are "Functionally Illiterate" Adults?

Functional illiterates are out-of-school adults whose basic skills (reading and writing, simple math, ability to speak English, and oral communications) are nonexistent or so poor that they cannot *function* effectively or at all in such everyday tasks as reading job notices, filling out a job application, writing a check or a letter, or reading a simple manual or a medicine bottle.*

How Many Are There?

According to the U.S. Department of Education, *27 million adults–one in every five adult Americans–are functionally illiterate*. Another 45 million are only marginally literate. And the pool is growing by about 2.3 million persons each year (high school dropouts, immigrants, refugees).

- Functional illiteracy by age group:

		No. Persons (in millions)
17 years olds**	13%	.5
18-29 years old	16%	7.9
30-39 years old	11%	3.5
40-49 years old	19%	4.3
50-59 years old	28%	6.5
60 years and older	35%	4.2

- By gender:
  Men 17%, Women 23%
- By racial grouping:

Whites	16%
Blacks	44%
Native Americans	54%
Hispanics	56%

- By geography:
  Adult functional illiterates are found in every neighborhood and every region of the country. The highest rates of illiteracy are in central cities, which themselves have the highest population concentrations, and in rural areas.

Explaining The Numbers

Why are so many adults functionally illiterate? There is no one answer. Some have dropped out of school. Some have had ineffective schooling. Some are recent immigrants and refugees who can't speak English and may not be literate in their own languages. Some have been held back in their education because of social attitudes. Some have parents with low literacy achievement or lack a supportive home learning environment. But the great majority are the victims of a rapid change in the requirements for literacy in American society, due largely to the speed of technological advance. *The standards for minimum acceptable literacy are higher today than they were only a decade ago.*

The High Cost Of Illiteracy

Experts say that in terms of low worker productivity, absenteeism, uneven product quality, and lost management and supervisory time, the cost of adult illiteracy to the corporate world and to the nation amounts to billions of dollars a year. Moreover, corporations are paying hundreds of millions of dollars annually to operate in-house basic skills programs. (A 1983 study by the Center for Public Resources in New York indicates that AT&T alone spends $6 million a year to provide basic reading, writing, and math skills to 14,000 employees.)

Government studies and independent research show a high correlation between illiteracy and: low income level, unemployment and underemployment, public assistance, and crime.

- Families at or below the poverty level are 5 times more likely to be functionally illiterate than families with an income $15,000 or above.
- Overall, about 15 percent of persons in the workforce are functionally illiterate. Even among professional and managerial workers, 11 percent are functionally illiterate, as are 29-30 percent of semi-skilled and unskilled workers.
- An estimated three-fourths of the currently unemployed are functionally illiterate.
- The cost of welfare and unemployment compensation due to illiteracy is estimated at $6 billion annually.
- The cost of crime due to illiteracy is estimated at more than $6.6 billion a year.

The Scope of Existing Programs

The federal Adult Basic Education Program is the largest single program in the country. Literacy Volunteers of America and Laubach Literacy operate volunteer tutoring and tutor training programs through a network of affiliates in most of the states. Basic skills programs are provided also by community education centers, libraries, schools, churches, community and senior colleges, ethnic organizations, unions, and others. Basic skills training is an element of federal job training programs such as the Job Corps and the Job and Employment Training Program. And business and industry regularly operate in-house remedial programs for their employees. Yet public and private programs combined reach only a small portion of the needy population. It is estimated that *no more than 4 million adults are presently served by all existing programs*. Most programs report long waiting lists of adults they are unable to serve for lack of resources.

A Special Problem For The Business Community

Adult illiteracy is a pervasive problem of human resource development that affects every social, political, and economic institution in the country. Everyone loses when so many members of society are nonliterate, unproductive, and unable to take part in the responsibilities and benefits of citizenship. But adult illiteracy poses a special problem to business and industry for these reasons:

- The promotability and mobility of many of the currently employed are restricted for lack of the essential basic skills.
- The millions of adults who can't qualify for much of the work in our technological economy represent a major loss of potential customers for products and services.

HOW CORPORATIONS CAN HELP

To overcome illiteracy, a major long-term investment of funds and planning time will be needed from both public and private sources. The business community could make a major contribution to the effort by helping in various ways. Corporations can:

1. *Make grants to local adult literacy programs* which operate in communities where they have headquarters or branches—e.g. to Literacy Volunteers, Laubach Literacy, libraries, colleges, programs of ethnic and other community-based organizations. Such support would enable the programs to develop and expand staff, tutoring, and other essential resources needed to serve more adult illiterates. (See pp. 4–9 of this newsletter for descriptions of the main programs.)

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*Until a few years ago, school completion data were used to estimate the number of adult illiterates in the population. But because school attainment level is only one of several indicators of illiteracy, the federal government sought in the mid-70's to develop a more relevant measure. In a major federally-funded project, the Adult Performance Level Study (APL), carried out at the University of Texas, tested the ability of a national sampling of adults to perform a variety of tasks judged essential to everyday living and working, and dependent on mastery of the basic skills. The definition given above grows out of the APL study.

**Figures reported recently by the National Commission on Excellence in Education.

2. *Provide in-kind assistance to local programs:* space to hold classes, computer and other equipment donations, free publicity, printing and dissemination of instructional materials for tutoring and tutor training purposes.
3. *Provide financial and in-kind support to strengthen the national coordinating offices* of such groups as Laubach Literacy, Literacy Volunteers, and the Association for Community-Based Education.
4. *Join and/or provide financial support to local and state literacy coordinating councils and agencies.*
5. *Provide support to the Coalition for Literacy to help underwrite its three-year national adult literacy campaign.*
6. As civic leaders and trustees of school boards, libraries, community colleges, voluntary organizations, and other literacy-involved organizations, *press for more public support for literacy programs and planning* on a local, state, and national basis.
7. *Provide financial support for major centers of adult literacy research, data gathering, and information dissemination.*
8. *Set up in-plant programs for employees with basic skills problems,* using paid instructors or staff volunteers trained by external literacy organizations, or alternatively contract with external literacy groups to tutor employees on or off company premises.
9. *Encourage company executives, employees, and their families to serve as volunteers in community literacy programs. Similarly, convince business friends that they too have a stake in the problem and encourage their involvement in combating it.*

THE NATIONAL PICTURE:
THE PUBLIC SECTOR

A serious attack on the national adult illiteracy problem requires a firm and sustained commitment at the highest level of government and far greater public awareness of the problem. Two major efforts underway at the national level to respond to these challenges are the Adult Literacy Initiative of U.S. Secretary of Education T.H. Bell and the National Adult Literacy Campaign about to be launched by the Coalition for Literacy and the Advertising Council.

The Federal Initiative: A Hopeful Beginning

On September 7, 1983 President Reagan and Secretary Bell announced, in a meeting of 200 business and literacy leaders convened at the White House, a new effort of the U.S. Department of Education to promote adult literacy in the U.S. The effort, named The Secretary's Initiative on Adult Literacy, involves most of the major education agencies of the Department and is coordinated by an executive director appointed by the Secretary. The Initiative seeks to expand existing basic skills programs in the country (emphasizing the wider use of volunteers) and to encourage the development of new programs. Its two main accomplishments to date are:

- **The National Adult Literacy Project.** With $870,000 from the National Institute of Education, the Far West Laboratory in San Francisco and The NETWORK in Andover, Massachusetts launched a cooperative 14-month project in the fall of 1983, the National Adult Literacy Project. NALP goals were to gather, analyze, and disseminate needed data on model literacy programs around the country, develop new forms of technical assistance to strengthen existing programs and design new ones, and shape a priority research agenda as a basis for future literacy planning and provision. The work of NALP is expected to result in several major publications early in 1985, as well as a set of recommendations for implementing a long-range technical assistance and research program. Among the planned publications are: *A Guidebook of Promising Practices,* a White Paper concerned with broad policy issues and strategies for dealing with adult illiteracy, and several monographs on such topics as: the role of technology in adult literacy, the relationship of literacy to jobs, the federal role in advancing literacy, and strategies for reaching those at the lowest levels of functional illiteracy.
- **The College Work-Study Program.** In cooperation with the Department of Education, 18 colleges and universities* are using their Work-Study funds for pilot projects in which students are trained and paid to assist in a variety of roles in local literacy programs. The Department has granted an additional $360,000 to the colleges to augment their regular Work-Study allocations. Eventually, the department will evaluate the programs for their usefulness to other colleges. In the meantime, all other 3,400 College Work-Study institutions are being encouraged to use a portion of their funds to develop adult tutoring programs.

The Secretary's Initiative also consists of a plan to foster private sector involvement in literacy . . . an intergovernmental program to encourage present and retired federal employees to serve as voluntary literacy tutors . . . and efforts to promote the development of needed statewide literacy planning and coordinating councils. The Initiative is also working to improve cooperation among literacy groups nationally—e.g. through national and regional meetings and a Clearinghouse on Adult Education. It is holding meetings to consider and plan for the special needs of the disadvantaged (Blacks, Hispanics, the learning and physically disabled). And it is working with computer curriculum organizations and educators to explore the role of technology in advancing literacy. Moreover, the Education Department has provided modest funding to help launch the National Adult Literacy Campaign described below.

The program outlined has not yet led to major new federal funding for the field—a crucial ingredient for turning the illiteracy problem around—but it represents a promising first step in the federal commitment to overcoming adult illiteracy.

(For further information, contact: Diane Vines, Director, Office of Secretary's Initiative on Adult Literacy, U.S. Department of Education, 400 Maryland Avenue, SW, Rm. 4145, Washington, D.C. 20202, or phone 202-472-9020.)

The National Adult Literacy Campaign

In December, the Coalition for Literacy (a group of 11 national literacy and adult education organizations), will launch a national three-year campaign in cooperation with the Advertising Council. The campaign has several broad purposes: to recruit voluntary tutors nationwide and direct them to suitable tutor training programs, to motivate adult illiterates to come forward and ask for help with their basic skills, and to seek the involvement of the business community. The main components of the campaign are:

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*Augsburg College, Boston University, College of Saint Thomas, Columbia University, Delaware County Community College, Kansas Newman College, Laredo Junior College, Macalester College, Miami-Dade Community College, Morris Brown College, Portland Community College, State University of New York at Brockport, Texas Southern University, Texas Southmost College, University of Colorado (Denver), University of Illinois (Chicago), University of Southern California, and Wayne State University

- **Ad Council Production and Distribution.** Ad Council production work has been in process since early this year, using a detailed plan developed by Benton and Bowles. The first year's appeal will be to potential volunteer tutors and corporations. The second and third years will also appeal to these two groups as well as to adult illiterates. Volunteer tutors will be sought through a combination of 10, 30, and 60-second television and radio spots, and print ads placed in consumer magazines, newspapers, transit settings, and elsewhere. To generate corporate support, business press ads will appeal to senior corporate management. Ad Council materials will be aired and printed on a public service basis, generating donated broadcast and print value of more than $20 million per year.
- **National Telephone Referral Service.** Volunteer tutors and adult illiterates responding to the campaign will be given local and national call-in numbers for program referral purposes. The national number. 800-228-8813, is operated by the CONTACT Literacy Center in Lincoln, Nebraska—a 20-year old national-international information and referral service agency with extensive links to thousands of community programs, service agencies, and planning groups around the U.S. Business press ads will carry a coupon referring corporate responses to CONTACT which in turn will make referrals to state planning agencies, literacy programs, and the Business Council for Effective Literacy.
- **Technical Assistance.** Coalition representatives will help organize planning sessions in states that have no coordinating mechanisms for adult literacy. The purpose of these state meetings will be to: identify needs and resources, identify individual and group leaders, help stimulate the growth and development of voluntary programs, develop mechanisms to exchange information and coordinate activities, and provide information about the campaign itself. A second element of the technical assistance program will be to provide workshops and training to an estimated 64 communities each year. The focus will be on how to organize new voluntary programs. And the third major element will be to develop how-to-do-it print materials for distribution to local literacy programs—e.g. how to set up programs and planning groups, recruit and train volunteers, and raise funds.

It should be noted that the awareness campaign is being launched with start-up funds from B. Dalton Bookseller ($50,000), the U.S. Department of Education ($50,000), the General Electric Foundation ($75,000), the New York State Publishers Association ($2,500), and a major matching grant of $400,000 from the Business Council for Effective Literacy. The Coalition is working now to secure $1.2 million in additional funds from public and private sources to fully cover its production costs, telephone referral service, and technical assistance activities.

(For further information about the campaign in general, write to Violet Malone, Head of the Coalition for Literacy, c/o University of Illinois, 330 Mumford Hall, Urbana, Illinois 61801, or phone 217-333-1132. For information about the Coalition's funding need, write to Rick Ventura, Chairman, Coalition Fund Raising Committee, c/o National Advisory Council on Adult Education, Pennsylvania Building, 425 13th Street, NW, Suite 323, Washington, D.C. 20004, or phone 202-376-8892.)

THE MAIN BASIC SKILLS PROGRAMS:
AN INTRODUCTION

A brief summary of the major adult basic skills programs in the country is given below. (Corporate in-house programs serve a substantial but undetermined number of functionally illiterate adults and are not included.) All are identifiable entities with their own organizational pattern, funding base, and goals. There is an increasing degree of cooperation among them. Together these programs are reaching about 5 percent of adults needing help with their basic skills. All have long waiting lists of students because they lack the resources and funding to meet the demand.

ABE: The Largest Program

The federal Adult Basic Education Program (ABE) is the largest single adult basic skills program in the nation. It was launched in 1965 by the U.S. Department of Education and is administered at the state level by state education agencies. At the local level it operates primarily through school districts which receive and allocate the bulk of ABE funding. There are some 14,000 local ABE programs presently operating in 50 states. Since 1980, federal funding for ABE has hovered around $100 million annually, with state and local matching funds bringing the total annual expenditure to about $200 million. *On average, the programs serve 2.3 million out-of-school adults per year.*

Courtesy of Literacy Volunteers of America

The ABE program provides reading, writing, and other basic skills instruction, including English as a Second Language. Some 80 percent of federal funds are allocated to the states specifically for persons with skills below an 8th grade level. Women make up more than half of the participating students. By age, persons 22-34 constitute about 43 percent of ABE students, and those 16-21 and 35-59 years old account for about 25 percent each. About 43 percent are white, while one-fourth are black and one-fifth are Hispanic. Although ABE is targeted primarily on functionally illiterate adults, it tends to attract students at higher levels of proficiency.

There are nearly 41,000 paid instructors in ABE programs, some 77 percent of them employed part-time. Most instructors are trained and work as elementary/secondary school teachers and they moonlight in ABE. The majority are not specially trained to teach adults. About one-third of the ABE teachers use volunteer aides to assist them. In 1982-83, $600,000 in state discretionary funds was spent in 18 states to recruit, train, and otherwise support ABE volunteer tutors.

Most ABE tutoring takes place in community settings—storefronts, churches, union halls—places where adults usually congregate, socialize, and feel most comfortable. Many classes also are located in schoolrooms. ABE reports that for nearly all students, improving their self-esteem is a primary motivating force for participation. So, in most cases, ABE takes an instructional approach that is geared to the life circumstances and needs of individual students rather than imposing a pre-determined curriculum.

Though the state education agencies have general oversight responsibility for ABE, as noted above the responsibility for creating and operating programs rests in local hands, primarily school districts. To remedy some of the inertia in this arrangement, in 1978 new federal legislation called for expanding the ABE delivery system to more centrally include community colleges, business and industry, unions, churches, and other groups. Co-sponsoring arrangements have begun to emerge—e.g. federally-funded poverty and job training programs now often contract directly with local ABE programs to arrange basic skills instruction for their constituencies, and community colleges, which have a history of service to their local populations, are becoming fertile ground for operation of ABE.

Many ABE officials claim that the main problem of the program is inadequate funding at the federal and state levels. Last year in Illinois, for example, there were 117,000 persons being served in adult basic education classes, but for lack of resources there was no room for an additional 112,000 who sought to enroll. California, which served 600,000 adults, estimates that it had to turn away at least 1,000 persons a week. However, to help correct this problem, adult educators are working to raise the current federal authorization level of $100 million annually to $140 million for the next year and "to such sums as necessary for subsequent years." And some states are beginning to consider corresponding increases while others have already introduced them.

(For further information, write to Paul Delker, Director, Division of Adult Education, Office of Vocational and Adult Education, 400 Maryland Avenue, SW, Washington, D.C. 20202, or phone 202-472-5860.)

The Voluntary Literacy Organizations: A Central and Growing Role

Laubach Literacy Action and Literacy Volunteers of America, both headquartered in Syracuse, N.Y., are the major national voluntary literacy organizations. Each has a long history of literacy service to the country and a solid record of achievement. Both are founding members of the Coalition for Literacy and key resource organizations to the National Adult Literacy Awareness Campaign.

Laubach Literacy Action (LLA) is the domestic arm of Laubach Literacy International. LLA trains and certifies tutors to teach reading and writing (including English as a Second Language), provides management and organizational assistance to its local tutoring programs, prepares the instructional material used by their tutors and students around the country, and operates some 500 tutoring programs in 21 of the 50 states. LLA-published books form the core curriculum of the Laubach training and tutoring approach. *Nationwide, the LLA tutoring system presently includes about 30,000 volunteers tutoring 42,000 adult illiterates.* In the 21 states in which LLA runs tutoring programs, statewide Laubach coordinating groups serve as the point of contact between the central office in Syracuse and local programs.

Literacy Volunteers of Ameria (LVA) presently operates about 200 tutoring programs in 31 states. The central staff in Syracuse support these programs with tutor training assistance, management help, and audio and visual materials development. LVA's curricular approach emphasizes the use of materials that are built around the needs and interests of individual students. LVA uses materials developed by the central staff, by tutors in local LVA programs, and by commercial organizations as appropriate. *The LVA tutoring system presently includes about 15,000 trained volunteers tutoring 21,000 general and ESL students.* Nine of the states with LVA programs have statewide coordinating bodies to link the national office with local programs.

Literacy Volunteers and Laubach Literacy are the standard-bearers of quality materials for training volunteer tutors and tutoring adults. Many of their materials are used in the federal ABE program and elsewhere outside their own networks of provision. They also are the main source of tutor training for the voluntary efforts of other literacy organizations—and some local programs work jointly with corporations to provide basic skills services.

Both organizations have managed to achieve large results for years with small budgets. (Of the 700 local LVA and LLA programs, only a few have annual budgets as high as $30-40,000, and only three have achieved a six-figure budget.)

Clearly, to contribute to the growth of the voluntary literacy movement, LVA and LLA will need more revenue. The National Awareness Campaign is already generating an increased demand for their services and with present resources they have a limited capacity to respond.

(For further information, write: Helen Crouch, Executive Director, Literacy Volunteers of America, 404 Oak Street, Syracuse, N.Y. 13203, or phone 315-474-7039. Peter Waite, Executive Director, Laubach Literacy Action, 1320 Jamesville Avenue, Syracuse, N.Y. 13210, or phone 315-422-9121.)

The Libraries: A Vital Link

There are 15,000 public libraries spread through the cities and towns of America. They are a vital link in the literacy network, connecting and collaborating with federal ABE programs, LVA and Laubach affiliates, community colleges, and other community-based programs. Their presence in nearly every community gives them the potential of touching the lives of most Americans.

The American Library Association (ALA), with a membership of 40,000 libraries and librarians, provides leadership to help realize that potential. In 1981 ALA was instrumental in founding the Coalition for Literacy and initiating the National Awareness Campaign.

To enable libraries to extend their benefits to illiterates or those otherwise disadvantaged, the ALA maintains an Office of Library Outreach Services. The job of this Office is to step into the world of potential clients who ordinarily are not library users. Its target audiences are illiterate and semi-literate adults, school dropouts, the poor, the underemployed, disadvantaged ethnic minorities, and those isolated from the mainstream by cultural differences. The Office produces information and promotion materials for use by libraries with civic groups, clubs, or their own boards to convince them of the need to assist adult basic skills training efforts. It also sponsors workshops and provides technical assistance to state and local libraries.

Between 1979 and 1981, with a grant from the Lilly Endowment, the Office of Library Outreach Services set in motion activities that trained 1,000 librarians from the U.S. and the Virgin Islands to establish programs to teach literacy skills. Depending on their size and budget, different library systems serve the cause of basic literacy in various other ways: Some conduct their own literacy programs, using their own staff and space. *(The ALA estimates that about 3,000 adults are being served in programs directly operated by libraries.)* Others act as networking agents or literacy catalysts in the community. They assign staff librarians to recruit volunteers and arrange for their training, and refer people who need tutoring to literacy programs. Some libraries offer comfortable non-school settings for the tutoring classes of LVA, Laubach, ABE and others. Still others provide high-interest, low-level reading materials for new adult readers. The Free Library of Philadelphia, for example, has a $70,000 annual budget to provide non-returnable paperbacks of this genre to education and social service agencies throughout the county that work with adult illiterates. In 1982 R.R. Bowker began publishing a biobliography of the materials, with regular supplements, as an information source for libraries across the country. The Philadelphia library also prepares reviews of newly-available materials for the ALA's bimonthly Library Journal.

Literacy activities have not yet penetrated every library in every state, but recent federal legislation is encouraging the establishment of more library-related literacy programs. In Kentucky, the state library recently used a portion of its federal Library Services and Construction Act (LSCA) funds to initiate a statewide Kentucky Literacy Coalition. In California, the state library is currently spending $2.5 million of its federal LSCA dollars to sponsor new library-based basic skills programs throughout the state. So far, the states' use of these funds for library-related literacy work is discretionary. But LSCA legislation passed by the House and pending in the Senate will place a priority on the use of federal funds to engender literacy work.

(For more information, write: Jean Coleman, Office for Library Outreach Services, The American Library Association, 50 East Huron Street, Chicago, Illinois 60611, or phone 312-944-6780.)

Community-Based Organizations: Reaching the Hardest-to-Reach

The agencies with the best record for reaching and teaching adults with the lowest educational achievement were not specifically established to teach literacy. These community-based organizations came into being as local responses to the larger social and economic problems faced by their constituents. But because they serve poor communities—where illiteracy is most prevalent—their programs generally include a literacy component.

Community-based skills programs tend to be based explicitly on the premise that the problem of adult illiteracy is not solely educational, that those who lack conventional basic skills often suffer other deprivations: poverty, unemployment, lack of schooling, racial or ethnic discrimination, social isolation. Many persons in this milieu, steeped in the culture of poverty, don't see how literacy can make a difference in their lives.

These severely disadvantaged persons are the toughest to reach. They also are least served by ABE or the national voluntary programs, which are taught mostly by middle class tutors and focus specifically on acquiring reading, writing, and math skills. The community-based organizations do not aim as their chief focus to improve the ability to read, write, and cipher. Their aim is to bring about a larger change within individuals and the greater community through such activities as programs for battered women, health workshops, parenting classes, summer camps for disabled children, home construction training, and the like. Notably, in their literacy work the average rate of study completion is 65-70 percent (compared to 25-50 percent in mainstream programs).

Despite the known success of community-based programs in reaching persons at the lowest functional level, relatively little is known about them. They go by such names as *Barrio Education Project* (organized by Chicano women in the impoverished Mexican-American community of San Antonio); *Boston Indian Council* (an advocacy group for the rights of Native Americans in the Boston area); *Center for Rural Education* (farm workers in South Florida); *The Fortune Society* (help for ex-offenders); *Solidaridad Humano* (a comprehensive community service center for Hispanics on Manhattan's lower east side); and *New Horizons for Children* (parenting and parent-child problem solving, in Charleston Heights, South Carolina).

These highly localized entities are hard to count precisely because they are usually free-standing and independent—and they rarely have links to national associations or other programs. There is one major exception in the Association for Community-Based Education. ACBE, now eight years old, has 59 institutional members serving 105,000 adults in 31 states. (ACBE member organizations are linked primarily to community development, but they have education programs that are far ranging: from job counseling and career preparation, to accredited community college-based programs, to adult literacy.) In a recent survey, ACBE identified some 3,500 community-based programs around the country that offer literacy services. These programs individually reach only small numbers of adult illiterates but the best current estimate is that *collectively they provide basic skills to 600-700,000 persons.* The programs are underdeveloped and underfunded—with operating budgets that range from $15,000 to $200,000 per year. They are especially vulnerable to political opinion and the first to be adversely affected when federal and state budgets are cut. But at the local level they are at the cutting edge in providing literacy services to adults most in need of them.

Another organization with potential for reaching the neediest is the National Assault on Illiteracy Program. AOIP is a network of 120 black-oriented newspapers and 85 national black organizations, some with as many as 600 chapters, that have organized to encourage black Americans to seek help with their basic skills. While various AOIP affiliates already operate tutoring programs for blacks in various community settings nationwide, the first priority of AOIP is to develop community leadership, and instructional materials for distribution largely through black community newspapers and other publications. AOIP is convinced that for blacks to join their own or other tutoring programs and to succeed in them, their special motivational problems must first be addressed. Thus it emphasizes community leadership development. Although AOIP tutoring programs are themselves underfunded, national AOIP officials indicate that the immediate need is for funding of materials development and print communications.

(For further information about ACBE and community-based programs in general, write to Chris Zachariadis, Executive Director, Association for Community-Based Education, 1806 Vernon Street, NW, Washington, D.C. 20009, or phone 202-462-6333. For information about AIOP, write to Ben Wright, National Assault on Illiteracy Program, 507 Fifth Avenue (Suite 1101), New York, N.Y. 10017, or phone 212-867-0898.)

Colleges and Universities: Potential for Extending Outreach

Most colleges and universities in the country provide basic skills help to incoming students. Community colleges, by virtue of their special clientele, have long offered remedial reading, writing, and math programs. Since the 1960's, basic skills courses have been their most consistently offered courses. And four-year colleges and universities—even the highly selective—now regularly provide such services. (In 1982, nearly half the freshmen at the University of California/Berkeley were placed in remedial skills classes. That year more than 40 percent of Ohio State University freshmen were enrolled in basic skills classes.)

National education organizations lack precise data on the total number of college students receiving basic skills help because colleges do not regularly collect and report basic skills enrollments. But overall, several hundred thousand students are known to be getting such help nationwide. In the community college sector, a 1983 survey conducted by the American Association of Community and Junior Colleges found that in 266 member colleges (one-fourth of AACJC's membership), about 155,000 students were enrolled in basic skills programs. Moreover, a national survey conducted by UCLA's Higher Education Research Institute indicates that in 1982 some 57 percent of all entering college freshmen said they needed remedial help.

With a few exceptions, higher education institutions have been concerned chiefly with the basic skills problems of their own students. . . persons who by definition tend to be marginally rather than functionally illiterate. But as partners in the national attack on illiteracy, some institutions are beginning to develop basic skills outreach services for functional illiterates who are not college bound:

- At Central Piedmont Community College in Charlotte, North Carolina, a major pilot project, known as ABLE (Adult Basic Literacy Education), is testing the use of computers and other technology in adult basic skills instruction for community residents. Now in its second year, ABLE has demonstrated already that illiterate adults like and can use technology aids and that their learning time is half that of adults receiving one-to-one personal tutoring. The main goal of the program is to reduce learner frustration and dropping out by speeding up learner achievement and sense of accomplishment. The project is likely to be replicated elsewhere when the pilot period ends.
- At the July 1984 annual meeting of the League for Innovation in Community Colleges, a resolution was adopted that committed League members to extend literacy outreach services to adults. The League is a consortium of 18 community college districts involving nearly 50 institutions.
- As part of the federal College Work-Study Program, 18 colleges and universities have launched model projects in which their students are trained and paid to assist local literacy programs, and the U.S. Department of Education has encouraged other Work-Study institutions to develop adult tutoring programs. (See p.3 for details.)

A larger higher education involvement in combating functional illiteracy would contribute significantly to the national effort—and the provision of basic skills services to the community would benefit the institutions themselves in the long run. Institutions at all levels have a role to play, but the U.S. Department of Education and others believe that the community colleges have the greatest immediate program potential because of their specific mission to serve community needs. These colleges have a history of successful outreach already.

Apart from operating basic skills programs, higher education institutions can contribute in other important ways. Some already pursue research on adult learning and they could do more. Many that now operate teacher training programs for the schools could design new ones specifically to train adult basic skills teachers to operate in nonschool settings. And state and local literacy planning bodies would be stronger with the active participation of colleges and universities. But to move more actively into the adult literacy arena, the institutions will need substantial new funding.

(For further information contact: Richard Hagemayer, President, Central Piedmont College, P.O. Box 35009, Charlotte, North Carolina, phone 704-373-6633; and/or Hank Spille, Director of Office on Educational Credit and Credentials, American Council on Education, One DuPont Circle, Washington, D.C. 20036, phone 202-833-4770.)

Programs For New Americans

Each year there are about 1.3 million newcomers to the United States. They include 400,000 legal immigrants, 800,000 illegal immigrants, and about 150,000 refugees. Together they make up more than half of the 2.3 million persons added to the pool of illiterates each year.

By far, the largest group is Hispanic. Hispanics are 6.5 percent or 14.6 million of the mainland population. They include Mexican Americans, Puerto Ricans, Cubans, and Central and South Americans. Fourteen percent of Hispanics over 21 speak only Spanish. (Lack of proficiency in English is not limited to the foreign born. Estimates are that up to 25 percent of Hispanics born in the U.S. have difficulty with English.)

Another significant segment of the recent foreign population are immigrants and refugees from Afghanistan, Ethiopia, Eastern Europe, and Southeast Asia. The latter—some 460,000 from Vietnam, Laos, and Cambodia in the past five years alone—comprise the largest refugee flow into the U.S. in recent times.

The major basic skills provider for these groups is the *federal ABE program* which *serves nearly 600,000 ESL students annually* (one-fourth of all ABE participants). Some 57 percent of ABE's ESL students are Hispanics; 31 percent are Asian and Pacific Islanders. Whites constitute only 11 percent. Sixty percent are female. The largest group by age (more than 40 percent) is between 22-34 years old.

The Office of Refugee Resettlement of the U.S. Department of Health and Human Services operates numerous literacy programs through a mix of resettlement agencies and nonprofit human resource organizations. Community organizations such as YMCA's, churches, and social service agencies also provide literacy services to refugees. *The number of persons reached was about 45,000 in 1983*. Vietnamese are served most heavily by the programs, followed by Laotians, Cambodians, Hmong (Laotian highlanders), and small numbers of Haitians, Cubans, and Soviet and East Europeans.

ABE and Refugee Resettlement students vary in their employment histories and educational background. Many have little or no formal schooling. Some come from cultures whose language does not have a long written tradition. (Literacy instruction for these people often must be preceded by pre-skills development, such as learning to hold a pen or pencil, acquiring the ability to discriminate visually, and becoming oriented to the meaning of symbols on a printed page.) Others are not literate in any language to begin with, and still others are reluctant to join classes because of their illegal status.

ABE and Resettlement classes usually take place in public school settings, community colleges, vocational and technical schools, and adult education centers—and usually in classes of 12-25 persons or more. Many classes tend to put a lower immediate priority on reading and writing skills than on the ability to listen, understand, and speak. The idea is to first develop the tool most needed by these adults to begin negotiating their environments. Similarly, the curricula tend to be geared to the survival skills needed for daily living—functioning in the supermarket, bank, post office. There is an increasing use of materials to prepare immigrants and refugees for the world of work—how to receive work instructions, ask for clarification, call in sick—and, increasingly, there is a body of good commercially-produced material available for use by immigrants, refugees, and their tutors (though this material often costs more than programs can afford).

ABE funding for the ESL portion of its national program amounts to about $54 million annually (federal, state, and local sources combined). For fiscal year 1982, the last year for which data is available, the Health and Human Services' Refugee ACT of 1980 provided $29 million for Refugee Resettlement programs.

(For further information on refugee programs, write to William Bliss, Network Coordinator for Refugee Services, Center for Applied Linguistics, 3520 Prospect Street, Washington, D.C. 20007, or phone 202-298-9292. For information about ABE's ESL program, write to Paul Delker, Director of Adult Education, Office of Vocational and Adult Education, 400 Maryland Avenue, SW, Washington, D.C. 20202, or phone 202-472-5860.

Correctional Institutions

On any given day there are 600,000 persons behind bars in the U.S. Most are young enough to have full lives ahead of them; in the state prisons, more than half are between 20 and 30 years old; almost one-third are between 20-24. In relation to the general population, they are disproportionately male, minority, poor, unemployed—and grossly deficient in their education. More than 60 percent are considered functionally illiterate as compared to 20 percent in the general population. Nearly two-thirds have not completed high school, and of these one-fourth have not completed elementary or junior high. Moreover, according to Secretary of Education T.H. Bell, "it is estimated that of the 150,000 inmates who will be released this year, between 30-70 percent will be recommitted within a year. Lack of basic education and marketable skills aggravate a released offender's difficulties in securing employment, thus influencing the return to crime."

The nation's correctional system includes 49 federal prisons, 561 state prisons, and 3,500 local jails. In the absence of a federal policy to set requirements or standards, there is great disparity in rehabilitation programs from state to state. (State prisons and jails hold 93 percent of the national inmate population.) Very few jails have any programs at all, and while a few state systems have exemplary education programs, most provide only minimal services. It is estimated that 12-30 percent of all state prison inmates are enrolled in basic, secondary, or vocational programs. And on average the states spend only about 5 percent of their correctional budgets on inmate education programs, including literacy. Moreover, state corrections officials claim that apart from underfunding, the programs are plagued by lack of space, equipment, and trained staff.

Inmates in federal prisons, though their overall number is small, fare somewhat better. The federal system mandates that anyone with a reading level below 8th grade *must* have instruction in basic skills for 90 days. There is an immediate incentive to acquire basic skills because they are required for promotion above entry-level prison jobs. The federal policy also mandates that reading specialists or special education teachers be employed in their programs.

Within the states, prisoner education usually is under the control of state departments of correction, which sometimes contract with ABE, community colleges, or voluntary programs to deliver services. (In nine states, school districts have been established solely to serve correctional institutions resulting in standardization of policy and programs and increased eligibility for funding.) Most basic skills services are provided in prison classroom settings and conducted by professional teachers and literacy volunteers, and some use inmate volunteers to augment the tutoring.

There is a rising awareness of the link between illiteracy and incarceration. Chief Justice Warren Burger argues that no prisoner should be released without being able to read, write, and perform basic math. And Secretary Bell recently committed the U.S. Department of Education to strengthening correctional education. One result is the Federal Correctional Education Assistance Act, now pending in Congress, which would authorize the Department of Education to provide financial assistance to the states for expanding penal education programs. In addition, the National Institute of Corrections (the education division of the Department of Justice) recently received a special $2.5 million Congressional appropriation to provide the states with technical assistance to develop computer-assisted instruction and other basic skills programs for inmates.

(For more information, write to Osa Coffey, Director, Correctional Education Association, 1400 20th Street, NW, Washington, D.C. 20036, or phone 202-293-3120.)

Churches: A Modest But Valuable Presence

The roots of literacy reach deep into Judeo-Christian history. There is a traditional alliance between religion and literacy, reading and prayer. In the U.S. most major denominations are involved in some way in literacy work, most often at a local level. But the two largest church-related efforts are those run by the Lutheran Church of America (LCA) and the Southern Baptist Convention (SBC). Each maintains a nationally-organized program administered by one or more full-time literacy specialists.

LCA, headquartered in Philadelphia, operates literacy programs in 50 states and Canada. Its 15-year-old Volunteer Reading Aides office establishes programs where none exist and makes referrals where they do, recruits and trains tutors, delivers direct literacy instruction, and provides technical and consulting services to groups requiring such assistance. The program is totally ecumenical and *serves about 1,000 persons annually*. Its current operating budget is $82,000, of which 85 percent is derived from church member donations and 15 percent from fees charged for consulting services.

The SBC, based in Atlanta, operates in 50 states and Puerto Rico. Its basic skills programs are tied closely to Christian ministry and evangelism, and *they reach an estimated few thousand adults annually*. For 25 years, SBC's Home Mission Board in Atlanta has funded its literacy work.

The LCA and SBC literacy programs are minimally staffed: LCA has one full-time literacy specialist and a full-time secretary; SBC, three full-time specialists and a part-time secretary. Both recruit volunteer tutors through word-of-mouth, flyers, and their own church membership. And both provide from 6 to 16 hours of tutor training in groups that range from 10-45 persons. In general, volunteers for LCA serve for 3-4 years, though 50 percent have full-time jobs elsewhere. Increasingly, LCA tutors are professional teachers, with women representing 80 percent of the tutoring force. The ethnic spread is 50 percent non-white, 50 percent white, and blacks are the largest non-white group of tutors. In contrast, tutors in SBC reflect church membership. Ninety percent of the tutors are women. An experienced cadre of tutors (some with as much as twenty years of experience) now form an SBC body of 500 workshop leaders who function as tutor trainers nationally.

Once trained, LCA tutors specialize in teaching ESL and reading to adults at a 0-5th grade level. LCA classes are held in churches, libraries, banks, Y's, hospitals, cafeterias, and elsewhere in the community. Tutoring begins on a one-to-one basis and advances to small group sessions with instruction provided for one and a half hours, two times a week, over a 12- to 24-month period. LCA's program is targeted chiefly at the native population. Fifty percent of its students are non-white, with blacks the largest component. Most students are high school dropouts 19-26 years old, unable to get employment. But many are middle-aged adults facing new job problems or retirees who are for the first time able to focus on their own educational needs. ESL students form the smallest group of LCA constituents.

SBC makes use of fewer community sites for instruction. Churches are used for ESL classes, schools for tutoring in-school youth, and private homes for tutoring adults. SBC's program includes ESL, citizenship instruction, and American culture and customs. Reading is taught to the 8th grade level, and students are prepared to move into high school equivalency and higher-level adult basic education programs. Assistance is given in handling medical aid problems, tax forms, nutritional problems, and the like. The main emphasis of the SBC program is ESL, which expands or contracts with waves of new immigrants and refugees.

(For further information about the Volunteer Reading Aides Program, write to Marti Lane, Coordinator, Volunteer Reading Aides Program, 2900 Queen Lane, Philadelphia, Pennsylvania 19129, or phone 215-428-2200. For information about the SBC program, write to Mildred Blankenship, Assistant Director, Christian Social Ministries Department, Southern Baptist Convention Home Mission Board, 1350 Spring Street, NW, Atlanta, Georgia 30367, or phone 404-873-4041.)

STATEWIDE PLANNING:

AN URGENT NEED

Statewide planning for literacy services is vitally important. The emergence of the National Awareness Campaign makes urgent the need for such planning—to identify and made fuller use of existing literacy services at the local level ... coordinate the various local literacy planning groups that exist ... assess the need for additional services...and provide a central referral location for literacy groups seeking help and businesses wishing to give planning, in-kind, or financial assistance.

Many states have already set up statewide planning mechanisms—Michigan, Minnesota, Indiana, New Jersey, and Kentucky to name some. Others in the process of doing so include Georgia, California, North Carolina, Rhode Island, Florida, South Carolina, Tennessee, and Ohio. In several states, Georgia for example, business leaders are taking a central role in forming planning bodies. And in others, educational leaders are trying to develop a systematic approach to the involvement of business.

Although some states are further along in their planning than others, all have one or more statewide offices responsible for coordinating the state literacy effort. Persons in these offices have been designated to serve as the main contacts for corporations in need of advice and information on how to become involved and for local literacy groups in need of funding or technical assistance.

The Business Council for Effective Literacy has developed a directory of the key contacts in each state. These are available free of charge to both corporations and the literacy field—and can be obtained by phoning or writing the Council. (See page 12 for address and phone numbers.)

Although some corporations may prefer to help combat illiteracy in states where their headquarters or branches are located, others may want to become involved in national programs as well. CONTACT Literacy Services in Lincoln, Nebraska (800-228-8813) is the best single source of national information. The Business Council for Effective Literacy will also be glad to provide any guidance it can.

MINNESOTA: ONE APPROACH TO PLANNING

The adult population of Minnesota is nearly 3 million. The Minnesota Literacy Council indicates that as many as 900,000 of these people are seriously deficient in their basic skills. Although this is not a new problem, major changes in the state's economy over the last decade have given it special urgency. Minnesota's economy survived the 1970's recession better than most states (the gross state product grew twice as fast as that of other frost-belt states, ranking 13th in the nation), but there was a progressive decline in the traditional industries of logging and mining. This in turn created large pockets of unemployed workers, many of them lacking basic skills. At the same time, there has been a large increase in the growth of high technology industries and services, with jobs in these areas requiring a work force with solid reading and writing skills. (High tech employment grew by some 20 percent between 1978-82 while the service industry grew by 31 percent from 1975-81.)

Only about 30,000 adults are currently getting literacy instruction in the state. The State Education Department, through the federal ABE program, is the largest basic skills provider, serving about 23,000 persons a year. The ABE program consists of some 65 projects around the state operated largely through school districts. Forty-five of these projects are consortia of two or more school districts working with various public and private organizations to provide education services.

The second largest provider is the Minnesota Literacy Council (MLC), a statewide voluntary literacy organization affiliated with Laubach Literacy. MLC directly operates or provides technical assistance to some 50 voluntary programs in the state, giving special attention to rural areas and to the large urban population of the Minneapolis-St. Paul area. MLC's network of programs presently serves about 4,500 adults. The Department of Education estimates that another 2,500 adults are served by the programs of churches, penal institutions, community colleges, and other community-based organizations.

Thus, an obvious gap exists between the level of need in Minnesota and the current service delivery system.

In 1980, to help overcome the adult illiteracy problem, Literacy '85* was formed. Its purpose was to develop stronger links among basic skills providers in the Minneapolis-St. Paul area and between providers and other urban resources of potential importance (e.g. libraries and social service agencies).

Literacy '85 already has had an impact on the improvement of services in the metropolitan area. Radio and television ads broadcast a special Literacy '85 hotline number that links a beginning reader to a literacy program. To make the public more aware of the illiteracy problem, Literacy '85 runs a varied information program. Recently, it hosted a Mayor's Breakfast attended by more than 120 representatives from business, government, and the literacy community. To help demonstrate the effectiveness of literacy programs to potential funders, Literacy '85 developed a system of uniform data collection on the impact that individual programs have on their students. To help inform tutors, program staff, and those in the state generally, Literacy '85 publishes a quarterly newsletter.

A central goal of Literacy '85 is to forge links between the business and literacy communities. In one collaborative effort, the organization worked with the International Institute to develop a program in basic skills for Indochinese and other non-English speaking employees of the Minnesota Mutual Life Insurance Company. More broadly, Literacy '85 recently surveyed 30 metropolitan area businesses to get their views about their employees' basic skills needs. The results of the survey will be available shortly.

Until recently, however, Minnesota had no comprehensive statewide coordinating body in place or no systematic process for state planning. But representatives of the State Education Department, the Minnesota Literacy Council, and Literacy '85 realized that the emergence of the National Awareness Campaign made such a development essential if local programs were not to be overwhelmed.

Several events have converged to set the state on a comprehensive planning course. In early 1984, literacy leaders in the state convened The Minnesota Literacy Ad Campaign Response Group. Its role was to develop the preliminary agenda for a statewide response to the campaign. Shortly thereafter, as part of his Initiative on Adult Literacy, Secretary Bell wrote to state governors urging them to form comprehensive state literacy councils. And in May, the Business Council for Effective Literacy initiated a meeting in Minneapolis with Governor Perpich and representatives of the business community and the major literacy providing organizations. As a result, Governor Perpich recently appointed a 25-member State Task Force on Adult Literacy in Minnesota composed of representatives from business, philanthropy, state education boards and councils, broadcasting, community agencies, literacy organizations, and adult illiterates themselves. Steve Hansen, Senior Vice President of Personnel for B. Dalton Bookseller is serving as Chairman of the State Task Force. The group is working to assess the particulars of Minnesota's illiteracy situation and to develop a set of recommendations for the Governor by December. It has four broad goals: to bring about an increase in the State's 1985 appropriation for adult literacy; to generate a higher level of corporate support for literacy programs and planning; to improve public awareness of the adult illiteracy problem; and to develop stronger links among and between literacy providers and other resources in the state.

So Minnesota's statewide planning process is in motion, and on a time frame that should position the state for an effective response to the National Awareness Campaign.

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*So named to reflect the expected results of a five-year plan developed in 1980. Literacy '85 is currently developing its agenda for the future, which may involve a name change.

CORPORATE LITERACY ACTION

B. DALTON BOOKSELLER: THE LARGEST INITIATIVE

In 1978 a Minneapolis company went in search of an important national issue to support. It discovered a problem then largely ignored by the public and the business community—adult illiteracy. B. Dalton Bookseller—the largest book retail chain in the nation with 700 stores in 500 communities—promptly set out to tackle this problem.

B. Dalton is an operating company of the Dayton Hudson Corporation. For the past 39 years, Dayton Hudson has annually contributed an amount equal to 5 percent of its federally-taxable income for charitable purposes. In 1978 B. Dalton assumed responsibility for its own philanthropic program, with an initial $16,000 budget and a mandate to use the financial and human resources of the company for some public issue relating to its business.

That same year the Minnesota Literacy Council, a statewide voluntary literacy program, applied for and got a grant from B. Dalton. Dalton's Director of Community Relations and Public Affairs became a Board Member of the Council and got to know its executive director. And, in 1981, Sherman Swenson became the Chief Executive Officer of B. Dalton and embraced the cause. As the company became more active the Minnesota Literacy Council director was hired to help produce a plan of action. A national assessment of literacy programs was then conducted to learn who was doing what and where, with particular attention to the firm's key markets.

B. Dalton approached the matter of literacy in the same way it set sales goals—through an annual strategic planning process using trend analysis. Research indicated that adult illiteracy was not only a solvable problem ripe for attention, but also a potential threat to B. Dalton's growth as a business and to the health of the market for books.

Finally, with the approval of the Trustees of the Dayton Hudson Foundation, the B. Dalton national literacy initiative was launched. It became the sole priority of the company's corporate public involvement program—all grants and in-kind services were channeled to this area. Last September, B. Dalton announced a $3 million program ($900,000 contributed by the Dayton Hudson Foundation) over a four-year period, the largest single commitment to date by a private source.

The news spread quickly to literacy providers. But there was a caveat—to be funded, programs had to be operating where B. Dalton bookstores are located. The purpose of funding would be to strengthen literacy programs already in operation and to develop model projects with potential for improving the national delivery system as a whole.

In 1983, B. Dalton made 169 grants totalling $532,812. Eight grants went to national organizations, including Laubach Literacy and Literacy Volunteers of America. The Coalition for Literacy received the largest grant, $50,000, to help support its national media campaign. Over 90 grants, in 28 states and Washington, D.C., supported

State and local adult literacy organizations. The remaining funds went to reading programs for children and youth. Many grants were for general program operating costs; others underwrote staff development, instructional and public relations materials, and leadership training for volunteers.

Funding for literacy programs is only one facet of B. Dalton's literacy initiative. Another is to provide management and technical assistance to literacy program operators. And a third is to encourage the participation of company employees in voluntary literacy programs. In the latter area, a campaign to enlist employees on all levels has been launched with the goal of recruiting about 10 percent of B. Dalton's 8,500 employees. A recent survey showed that some 275 are already taking part in local programs, primarily as tutors, and that 27 of 40 B. Dalton regional managers are now serving on boards and advisory committees of local or state literacy organizations.

B. Dalton has planned its national literacy initiative through 1986. Volunteers are central to its strategy as is the continued allocation of company resources. One goal in the four-year plan calls for an increase in the number of community-based volunteer programs supported in its markets from 105 to 300. Another goal is to increase the number of literacy volunteers in those programs from 16,000 to 50,000—and to that end the company is preparing posters and bookmarks to attract potential volunteer tutors while they purchase books in local B. Dalton stores.

WHAT OTHER CORPORATIONS ARE DOING

GRANTS AND IN-KIND CONTRIBUTIONS TO EXTERNAL PROGRAMS

Many businesses provide grants and advisory or other in-kind support for externally-operated adult basic skills programs. Support is usually given to programs which serve the residents of communities in which the businesses have branches. But in some cases the programs serve a state, regional, or even national clientele. Some illustrative examples follow:

ARCO Chemical Company, Sun Company, ARA Services, CIGNA, Mellon Bank, Gulf Oil, IBM, The Philadelphia National Bank, The First Pennsylvania Corporation, and some 30 other area companies have recently provided funding for Philadelphia's Center for Literacy. These grants range from under $1,000 to over $10,000 and aim to help expand the Center's adult basic skills services at several tutoring sites around the city. Private sector support for the Center has grown from under $5,000 in 1982 to an expected $143,000 in 1984, much of the increase attributed to the work of dedicated business leaders (particularly the representative from Mellon Bank) who serve on the Center's development committee.

Ashland Oil Foundation has recently pledged $75,000 to Kentucky Educational Television, for support of a statewide effort to improve the basic skills of adults.

Chicago Tribune Charities recently announced a grant program to help literacy providers in Chicago area communities better serve adults with basic skills problems. A secondary focus of the program is on enhancing the literacy of school-age students. The 1984 and 1985 grant budgets are $100,000 and about $150,000 respectively, for grants of up to $5,000 each.

The First Union Corporation and several other local businesses have recently provided funding to North Carolina's Central Piedmont Community College for its Adult Basic Literacy Education Project (ABLE). ABLE offers specially-designed tutoring, including computer-assisted instruction, to adults whose reading skills are below the eighth grade level.

The Gannett Foundation has for several years made small grants to literacy programs located in communities served by Gannett publications. The Foundation recently granted $73,000 to Literacy Volunteers of America for preparation of a tutor's guide to be used in conjunction with newspapers as an instructional tool.

The General Electric Foundation has granted $75,000 to the Coalition for Literacy for support of its three-year national adult literacy awareness campaign.

Grumman Corporation is developing a program in which its employees will be trained by Literacy Volunteers of Nassau and Suffolk Counties in New York State to serve as voluntary literacy tutors in their programs.

Household International, Amoco Oil Company, and **Nalco Chemical Company** provide financial and/or in-kind support to Literacy Volunteers of Illinois and are represented on its board.

The Kansas City Star, Hallmark Cards, and other local businesses are providing grants and in-kind support, including free publicity, to Project Literacy in Kansas City. One feature of the project is its use of the daily newspaper as a teaching tool.

NCNB Corporation encourages its employees to work as volunteer tutors in the program, and representatives of The Greater Charlotte Chamber of Commerce and several local businesses serve on the project's advisory committee.

Northwestern National Life Insurance Company has 35 employees serving as volunteer tutors in Minnesota's Twin Cities literacy programs. This employee-managed volunteer group also works in non-literacy programs and is reportedly the largest volunteer effort of any company in the Minneapolis-St. Paul area.

Pacific Gas and Electric has for several years given grants and advisory support to such groups as the Bay Area Urban League Training Center, the East Bay Skills Center in Oakland, and the Opportunities Industrialization Center West in Menlo Park for job training programs in which basic skills tutoring is an integral part. PG&E also gives release-time to employees who serve as volunteer tutors in a basic skills program of the San Francisco Community College District.

JCPenney Company and **New York Life Insurance Company** are regular funders of Literacy Volunteers of New York City. Both companies also provide space on their premises for LV-NYC's one-to-one and small group instruction for the general adult population.

Standard Oil of Ohio has recently provided funds to Cleveland's Project:Learn for books and other instructional materials to be used by adults with poor reading skills. As part of the Project:Learn program, **Ameritrust** has contributed video equipment for tutor training and funds for development of a reading materials catalogue system to be used by cooperating libraries.

J. Walter Thompson, The European-American Bank, Reader's Digest, Ernst and Whinney, and **CBS** have been providing advisory and other in-kind assistance (e.g. accounting services and telephone public service ads) as well as some financial assistance, to the American Reading Council. Historically the Council's emphasis has been on reading projects for children and parents but it is attempting to increase its service to adult learners in general.

Time, Inc. provides funding to the national office of Laubach Literacy (Syracuse) and Literacy Volunteers of New York City. The company also funds and is represented on the board of the Literacy Assistance Center of New York City, a citywide coordinating center for literacy programs and planning. It also is developing innovative teaching aids for literacy tutors to use in conjunction with articles in **Time** and **Discover** magazines.

INVOLVEMENT IN LOCAL, STATE, AND NATIONAL PLANNING

Many businesses are involved in planning for adult literacy. Among them are the following:

The American Association of Advertising Agencies works in various ways in the field. It had a leadership role in founding the Coalition for Literacy and in planning the Coalition's national adult literacy awareness campaign.

The Boston Private Industry Council works with the city's job opportunity program to develop policy, political support, job placement opportunities, and skills training programs. Basic skills classes are part of the overall effort and include large numbers of immigrant women. The Boston PIC favors an approach that develops basic skills and job opportunities simultaneously.

Eastern Airlines and **New York Telephone** are working with the New York City and Miami private industry councils on programs similar to Boston's. Basic skills classes figure centrally in these programs as well.

The Knight Publishing Company was a founding member of Literacy Action of Charlotte, a coalition of business, education, and social service organizations which since 1979 has taken an active role in fund-raising for literacy programs in the area and in recruiting literacy tutors and students.

Standard Oil of Ohio is funding a planning project at Cuyahoga Community College in Cleveland to clarify the extent of the illiteracy problem in that area, what is being done about it, and what action is needed.

OPERATION OF IN-HOUSE PROGRAMS

Many companies have established in-house basic skills programs for their own employees. Some examples are:

AEtna Life Insurance Company in Hartford offers a 15-week program of adult basic skills for employees who have not completed the ninth grade, as well as English language classes for foreign-born employees and a high school equivalency preparation course for employees with a basic skills mastery above the ninth grade level.

The Bank of Boston, Blue Cross/Blue Shield of Massachusetts, The Bank of New England, and other Boston-area businesses have contracted the services of The Continuing Education Institute to develop individually-tailored basic skills classes for company personnel. The companies pool their resources by providing common classroom space and other support services. Each company pays the tuition fees of its participating employees. The companies report that those employees who have successfully completed the program to

WHAT OTHER CORPORATIONS ARE DOING (Cont'd)

date (43) have earned a high school diploma from a collaborating area high school, increasing both their self-confidence and their opportunities for job advancement and further education.

Consolidated Diesel has contracted with an educational consulting firm to provide a computer-assisted program in basic reading, writing, and math for workers at its new North Carolina facility in Rocky Mount. Employees are urged to put their upgraded basic skills to immediate use on the job. This program is part of an overall development effort to create a more efficient "team" approach to management.

General Motors, in collaboration with **The United Auto Workers,** conducts basic skills programs for workers at most of its plants in the U.S. Education staff in each plant tailor the programs to the specific needs of their employees. The General Motors programs make heavy use of computer-assisted instruction, and many aim to prepare workers to operate new robotic and other equipment being introduced into the factories.

New York Telephone sponsors basic skills classes for its employees, using City University of New York staff and facilities. The program, which already has served some 3,000 persons, aims to upgrade basic skills so that employees are better able to pass exams needed for job advancement within the company.

Rockwell International has for the past five years provided basic skills training (with special emphasis on math skills) for workers in its Colorado facility. The classes prepare workers for apprenticeship exams in the various skilled trades required by the plant. General basic skills classes are held at a nearby community college, while job-specific training is conducted at the plant.

A Note To Our Readers

We at BCEL would very much like to hear from our readers about the usefulness of this issue of our newsletter. Suggestions on how to make future issues even more helpful also would be welcome.

RECENT BCEL ACTIONS

Although the Business Council for Effective Literacy is dedicated to facilitating corporate involvement in efforts to combat adult illiteracy rather than to making direct grants itself, two recent exceptions were made for activities that are both nationally urgent and central to advancing the Council's goals.

In June, after several months of review and planning, the Council made a two-year matching grant of $400,000 to the American Library Association (fiscal agent for the Coalition for Literacy) to ensure that the Coalition's multi-media National Adult Literacy Awareness Campaign would be launched on schedule. Council funds were granted primarily for Advertising Council production costs and a national telephone referral service. (For details about the campaign see pp. 3-4 of this newsletter.)

In March, in a related action, the Council granted $50,446 to the American Association of Adult and Continuing Education for a six-month project to examine the resource and funding needs of literacy programs nationwide as they attempt to meet current and future demands for their services. The AAACE report, to be titled The REAL Study (Report on Expanding Adult Literacy Services), will be submitted to the Council in early October. It should be of interest to federal and state educational planners and the business community, and the Council hopes to distribute it widely later this fall.

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BCEL BUSINESS COUNCIL FOR EFFECTIVE LITERACY

ADULT LITERACY: PROGRAMS • PLANNING • ISSUES A Newsletter For The Business Community

VOL. 2 JANUARY 1985

A MESSAGE TO CORPORATE CEOs

from
Harold W. McGraw, Jr.
Chairman, McGraw-Hill, Inc.
President, Business Council for Effective Literacy

There can be no one more appropriate than the CEO in determining a corporation's priorities of interest. The purpose of this message, therefore, is to convey to you the increasing magnitude of the adult functional illiteracy problem, its serious implications for business, and steps which your company can take to meet this national challenge.

Twenty-seven million adult Americans, seventeen and over, lack the ability to read and write to enable them to function effectively at everyday tasks. And the basic skills of another forty-five million are barely marginal. Large numbers of these people are unemployed. Others are included in our workforce, and virtually all businesses are adversely affected, as employees with weak or nonexisting reading and writing skills result in lower productivity, lost supervisory time, and restricted mobility and promotability.

Corporations are faced with an increasing amount of costly in-house basic skills training, but this training added to what is being done by the various literacy organizations and programs is only meeting an estimated 5 percent of the problem. And functional illiteracy is growing by 2¼ million adults a year.

No one segment of society alone can have an appreciable effect, and it is increasingly realized that a coordinated approach among government, business, and the literacy field is vitally necessary. In recognition of this need, Secretary of Education Bell about a year-and-a-half ago announced a national literacy initiative and strongly urged state governments to establish central adult literacy councils–to serve as the spearhead for statewide literacy activities and to be the planning and coordinating mechanisms for literacy services.

With them, we can more precisely define the adult populations in each state, and better identify available program resources, chart the development of new programs, and provide the assistance needed to expand and strengthen literacy services. And of prime importance, these state councils are an excellent way to actively involve the business community, which could contribute not only financial resources but also management, planning, and organizational skills.

The feature article in this Newsletter deals with these state efforts with specific examples of how they work. But the bottom line on that activity is that only twenty states have now acted to create such statewide planning bodies. The other thirty states have not yet done so. And all concerned have a strong stake in getting them to do so.

This month has seen the start of a nationwide public awareness campaign through magazine, TV, and radio ads, sponsored by the Coalition for Literacy and the Advertising Council and made possible by our Business Council's $400,000 grant for start-up costs. It would be tragic if the expected fine results from that continuing campaign were vitiated by lack of sufficient response mechanisms, which in turn depend heavily on good statewide planning.

Encouraging steps are being taken in this functional illiteracy battle, but we must build in more business involvement to really move us forward. You may ask what can one corporation do.

The most useful first step your company can take is to have an executive in each community in which you have substantial operations become involved with whatever group is coordinating public and volunteer literacy efforts.

If it is not already known to you, the local public library or school superintendent's office can identify such a group. Or call our Council.

All of the local literacy programs need financial and in-kind assistance. And that need will be increased by the public awareness campaign. Modest contributions from your own company would make a great difference as would your help in raising funds from other businesses in the community. And the programs need in-kind help, such as end-of-day use of a company cafeteria for tutoring, or promotional or publicity guidance, or equipment donations.

Conversely, the local literacy professionals can help you with advice, materials, and teachers if you are considering in-house basic skills programs for your own workforce. Or again, call our Council for assistance.

There are national programs that also merit your help–for example, the Coalition for Literacy for its public awareness campaign, or the national offices of Laubach Literacy, Literacy Volunteers of America, or the Association for Community-Based Education, which provide training, materials, and leadership to local units throughout the country. And there is the Business Council for Effective Literacy itself, which now requires added funds in its efforts for business involvement, assistance to the literacy field, and work on state planning.

The Business Council for Effective Literacy is a publicly supported foundation established to foster greater corporate awareness of adult functional illiteracy and to increase business involvement in the literacy field. We support a small, highly trained, professional staff to interact with literacy groups and planners around the country–continually assessing their activities, needs, and concerns–so as to provide responsible advice to the business community on the opportunities for their involvement and funding.

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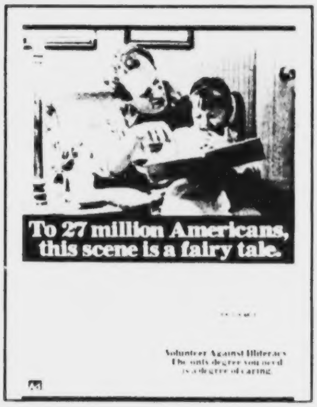
NEWS IN BRIEF

Ad Council Awareness Campaign Launched

The Ad Council's three-year national awareness campaign was launched on December 12th. Ads built around the slogan "The only degree you need is a degree of caring" aim to mobilize a national cadre of volunteers to tutor adult illiterates. Ads already have begun to appear on television and radio and in consumer magazines. The campaign also features business press ads to encourage corporate support of literacy programs. Volunteer tutors are urged to call 1-800-228-8813 to be placed with local literacy programs and businesses are asked to call or write to the Business Division, Coalition for Literacy, Box 81826, Lincoln, Nebraska 68501-1826. BCEL, which gave major start-up funding for the campaign, can also provide guidance to businesses on how to help.


To 27 million Americans, this scene is a fairy tale.
Volunteer Against Illiteracy
The only degree you need
is a degree of caring.

The Federal Adult Literacy Initiative

At a recent ceremony in Washington, departing Secretary of Education T.H. Bell reflected on the Departmental achievement of which he is most proud–the excellence in education movement. He considers the Adult Literacy Initiative to be a major part of this movement, and said that he is pleased with the growing national response to the call for support of literacy. The Secretary has strongly encouraged the private sector to act in its own best interests, and those of the nation, by sharing its financial and human resources with literacy programs around the country. He noted that "without corporate involvement, it will be difficult indeed to have a real or lasting impact on functional illiteracy in America." In introducing Harold W. McGraw, Jr., Secretary Bell remarked, "I will reiterate what President Reagan and I have said before–the Business Council for Effective Literacy is a pioneer example of public-private sector partnerships for literacy."

Students As Tutors

Students working as part-time tutors and staff in community programs serving 8,500 illiterate adults have been very successful according to a recent assessment of a special pilot project of the College Work-Study Program. The report, sponsored by the National Association of Student Employment Administrators and written by Ruth Nickse of Boston University, is based on data gathered from 18 colleges and universities participating in the two-year project with the U.S. Department of Education.

According to the report, college students are a potentially promising and inexpensive new source of help in the battle against adult illiteracy. So far, 256 students have worked on and off campus–in some cases for college credit–in schools, libraries, hospitals, literacy councils, and other settings. Tutor training included general orientation plus specific instruction in teaching reading, writing, and math. Everyone involved is enthusiastic about the program.

Despite its potential, the program is threatened by uncertainty over funding. Wages for literacy workers make up only 45 percent of the colleges' budgets, and are paid through their federal Work-Study allocations, but program operating costs have had to be absorbed by the institutions. Thus, new funding is essential to continue the programs and to implement them elsewhere–and it is important for that funding to come in a form that does not draw students away from college jobs historically paid for by the Work-Study program, as that is an important source of inexpensive labor benefiting both the institutions and the students.

ABLE: Computers for Literacy

Project ABLE (Adult Basic Literacy Education) has pioneered the use of computers to teach adult basic skills. A program of Central Piedmont Community College in North Carolina, ABLE has helped some 1,200 functionally illiterate adults to date and reportedly achieves the same learning results in half the time of one-to-one tutoring programs. It has attracted the interest of the League for Innovation in Community Colleges which hopes to implement the program in some of its other member institutions, but one obstacle to expansion is the lack of instructional material designed specifically for adults. At a cost of about $250,000, ABLE plans to produce the needed courseware (using interactive videodiscs) and a major evaluation program will make sure the new material is effective. ABLE has asked the Fund for Improvement of Postsecondary Education for funding, and may also need help from other sources. (For more information, contact Bette Angotti, CPCC, Box 35009, Charlotte, N.C. 28235, or phone 704-373-6633.)

LVA Fund Campaign Targets Business

Corporate support plays a major role in the new $10 million development campaign of Literacy Volunteers of America. LVA provides training and other assistance to individuals and organizations that operate volunteer tutoring programs in the basic skills. Leonard Hall, a retired executive of Carrier Corporation, has become LVA's Volunteer Director of Resource Development. Hall is developing the campaign to appeal primarily to business. The goal is to underwrite the costs of a major program expansion to significantly increase volunteer literacy services nationwide. LVA aims to make services available in all 50 states by 1987. (For more information, contact Jinx Crouch, Executive Director, LVA, 404 Oak Street, Syracuse, N.Y. 13202-2994, or phone 315-474-7039.)

ACBE Forges New Links

The Association for Community-Based Education in Washington is about to launch a project to link thousands of community-based organizations in the country to its national agenda. The project will develop an information data base about CBO basic skills programs for the use of literacy planners and funders. It also will establish advisory and resource services to help CBOs solve specific problems, promote their interests through advocacy and collaboration, and operate a mini-grant program to help them strengthen and expand their basic skills services. The project will cost an estimated $140,000 in each of the next three years and ACBE now seeks corporate funding for these costs. (For more information, contact Chris Zachariadis, Executive Director, ACBE, 1806 Vernon Street NW, Washington, D.C. 20009, or phone 202-462-6333.)

France Confronts Illiteracy

Developed countries other than the U.S. have adults who can't read or write. A recent news report from Paris announced a 147-page report, *Illiteracy in France*, which concludes that 15 percent of French adults are totally illiterate and 60 percent read their native language with difficulty. The French government has launched a national campaign to fight illiteracy with the creation of a permanent commission, the development of special libraries and resource centers, and a national system of teachers specially trained in the adult literacy field.

Self-Help

The Navajo Tribal Council has produced an educational policy statement that includes a literacy program. They plan to fund the program themselves with money from their coal, petroleum, and other mineral resources. Mary Ellen Creaner, Division of Education, Navajo Tribal Council, Window Rock, Arizona, can provide more information.

VOA Joins Illiteracy Battle

Volunteers of America–a national network that recruits volunteers for various social service programs–recently kicked off adult literacy programs in Houston, Boston, Oakland, Rochester, and Harrisburg, and hopes to expand to 20 cities by mid-1986. Local VOA chapters will work with existing literacy agencies in the cities to recruit and train local volunteer tutors. Computer-assisted instruction will be an integral part of the programs, using hardware donated by Apple Computer. VOA is seeking funding from other sources. (For more information, contact O.P. "Boots" Hoffman, Director of Development, VOA, 3813 N. Causeway Boulevard, Metairie, LA 70002, or phone 504-837-2652.)

Just Off The Press

Literacy '85 has completed a survey of 30 businesses in the Minneapolis-St. Paul area. Among the major conclusions reached are that area employers lack the awareness, information, and/or expertise to develop needed company-sponsored basic skills programs. But they are concerned about the promotability of many workers and about how to meet their future need for trained workers. The survey report, which offers ideas on how the business and literacy communities can work together, is available for $7.50 from Literacy '85, 1080 University Avenue, St. Paul, MN 55104, or phone 612-644-9978.

From the National Adult Literacy Project, six new reports are available. For information contact The Network, 290 South Main, Andover, MA 01810, 617-470-1080.

- *Broadcasting and Literacy: Strategies for Attracting the Least Served Adult Illiterates*
- *Tracing the Federal Role in Promoting Innovation in Adult Basic Education*
- *Giving Literacy Away: Extending the Outreach and Capacity of Adult Training*
- *Functional Literacy and Preparation of Disadvantaged Youth for the Workplace*
- *Guidelines for Promising Literacy Practice*
- *Functional Illiteracy: Issues, Experiences & Dilemmas*

From B. Dalton Bookseller, *Guidelines for Effective Adult Literacy Programs* provides practical advice on how to assess the effectiveness of a literacy program. Copies can be obtained from B. Dalton, 7505 Metro Boulevard, Minneapolis, MN 55435, 612-893-7600.

Books in Our Future, a new report from the Librarian of Congress, presents a program for combating illiteracy and provides recommendations for action by private organizations, the Congress, the Executive Branch, and the Library of Congress. Issued as Senate Report 98-231, it is available for $2.50 from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20502.

COMMUNITY VOICES

"My kids show me their homework but I can't help them. I feel like they're moving ahead and I'm standing still."

"I filled out a job application at Woolworth's but they said I didn't do it right and turned me down."

"I don't want to do housework, but it's the only job I can get."

These three people all need help. They are Hispanic women living in East Harlem who are held back because they can't read, write, or do basic math. But now they have a ray of hope thanks to the basic skills classes they attend five days a week at the Union Settlement Association.

Founded in 1895, Union Settlement is a social service agency dedicated to helping the various immigrant groups that have settled in East Harlem, which is now predominantly Hispanic. The Settlement is typical of many community-based organizations. It serves a poor neighborhood beset by unemployment, crime, deteriorating housing. Many people are on public assistance and can't read or write. Raising literacy is one goal of larger programs that provide job training, senior citizen and day care centers, shelters for battered wives, and classes in health, nutrition, and consumer education. The Settlement offers adult basic skills classes in Spanish, presently attended by some 80 people, along with ESL three times a week. The three women quoted above see themselves coming closer to their goals. "Now I can help my children with their homework"..."Some day I want to be a nurse"..."If I went back to Woolworth's, I'm sure I could fill out the application now."

The National Congress of Neighborhood Women, another community-based organization, helps poor, working-class women in the ethnically-mixed Williamsburg-Greenpoint section of Brooklyn. "Our needs are different from those of traditional middle class women," says Sally Martino-Fisher, one of the group's founders. "We are homemakers, women raising children, often by ourselves, concerned with schools, housing, safe neighborhoods, health care. Many of us gave up our own education to raise our families." In addition to a broad social agenda, NCNW's education programs include an in-house college degree in human services from Empire State College, a high school equivalency program, and adult basic education classes in reading, writing, math and ESL, all geared to the needs of the students and the realities of life in their neighborhood. Maria Rodriguez plans to go from adult basic ed right through college all in the same place. "I dropped out of school but after all these years I decided to come back. It's just like a family here."

The Fortune Society in midtown Manhattan serves a different population. "I spent seven years in a job at the Treasury Department and I couldn't read or write," says Al Chiaramonte. "I got by because my mother filled out my job application and my friends at work put the right information on the paper when I unloaded the trucks. Then I got into trouble with the law." When his parole officer sent Al to Fortune his life began to change. Fortune offers counseling, job training, and one-to-one tutoring for ex-offenders and kids in trouble with the law. "I was almost in tears," says Al, "that I finally found a place where I could learn to read and where people really cared about me." He hopes to become a computer programmer. "It costs $25,000 to keep a convict in prison for a year," observes Lynne Ornstein, director of the education program. "If we could take a year to give that person skills so he can feel better about himself, get a job, and not commit a crime again, imagine how much money and how many lives we could save."

STATE PLANNING UPDATE

Some 27 million adult Americans lack the basic skills needed to function in their everyday lives and the workplace; another 45 million have only marginal skills. To solve this problem will require far greater public awareness, a major new concentration of public and private resources, and better planning at all levels of society. But the Ad Council's national literacy campaign will greatly increase the demand on already-strained local service providers, and it makes urgent the need for statewide planning.

Several national groups have been communicating with state leaders for the past few months to urge and assist the formation of statewide planning bodies. A recent look at the status of such developments reveals that: Twenty states have adult literacy councils* in place or soon will have; twenty-three do not yet have or show signs of creating them (though they report some increase in their general literacy activity); and seven report no significant literacy activity at all.

That 40 percent of the states have acted to create statewide planning bodies is good news. That 60 percent have not is reason to stress why they are so urgently needed: namely, to provide a systematic and comprehensive approach to managing and assessing problems...identifying and making full use of available resources...and developing needed services and the funding and political support for them.

Experience suggests that four ingredients are key to the success and effectiveness of literacy councils:

- *All interested and affected groups in the state should be actively involved:* government...education...business and industry ...libraries...voluntary and community service organizations...and usually others.
- *Funding must be provided to cover operating costs.* It need not always be new money; often funds can be found by reallocating existing state resources.
- *The councils must be adequately staffed.* One or more persons are required for leadership and administration. Again, this need not always mean new people; often personnel can be redeployed from existing organizations.
- *The council should be as "turf-neutral" as possible* so that its planning isn't handicapped by the preferences of particular vested interests.

States that wish to get on with establishing their own statewide planning bodies may find it useful to consider the organizing patterns of the Indiana and South Carolina models described below. (Others will be given in future newsletters.)

Indiana's Adult Literacy Coalition

In the late 1970s and early 80s, Indiana ranked second in the country in statewide unemployment. In January 1982, 12 percent of the workforce was unemployed; in some counties, 23 percent. In addition, 1.1 million persons–more than one third of the state's population over the age of 25–had not completed high school. Only four to five percent of this group is currently enrolled in literacy programs.

"I am painfully aware of the threat illiteracy poses to Indiana's progress," noted Governor Orr at the August 1984 Governor's Conference on Partnerships for Adult Literacy. "Tremendous technological change is forcing our attention on education and skills retraining. Our efforts to equip workers with new skills are destined to failure if they do not have the basic skills needed to take advantage of retraining programs."

> *I see the Indiana Literacy Initiative as helping us not only with our fight against illiteracy, but with our overall economic development strategies as well.*
>
> *...Governor Robert Orr*

Although conditions in Indiana had already spawned a plan to address the illiteracy problem, the Ad Council campaign gave a boost to the effort: In October 1983 the governor appointed the 25-member Indiana Adult Literacy Coalition to provide direction for advancing literacy in the state.

Members were nominated by the superintendent of public instruction, and many were persons with civic clout. They were the heads of the Indiana School Boards Association, the Chamber of Commerce, and the Department of Education; the deputy mayor of Indianapolis; and representatives from voluntary and community-based organizations, ABE, the libraries, the religious community, business, labor, the corrections field and elsewhere.

To carry on the day-to-day work, a small staff was put in place. A cadre of literacy professionals was assembled–the Practitioner Resource Cadre–to be sent into communities to help start new programs or improve existing ones. And seven subcommittees were set up–consisting of volunteers from each of the interested communities represented on the Coalition–and given responsibility for: *Public Awareness, Model Programs Recognition, Private Sector Linkages, Resource Development, Education and Training, Long-Range Planning,* and *Fund Raising.*

The scope and details of the subcommittee operations as they reach down to the local level are very instructive, but exceed the space available here. Here is one example, however, from the Model Programs Committee. One of its tasks was to fix criteria for selecting programs of excellence in three specific areas: instructional methods; recruitment, training, and use of volunteers; and partnerships with private groups. Applications were elicited from programs that wished to be considered models, site visits were made, and seven programs were chosen for public recognition and gubernatorial awards.

One of the award-winners was a partnership model involving Marshall County Adult Basic Education, Inc., a private nonprofit education provider, and the McCord Corporation, a manufacturer of radiators. Together they had developed a program for employed and laid-off workers, using the problems and vocabulary of the workplace and math lessons built around special measurement tools needed for the job. An unexpected ripple effect was the return of many workers for high school equivalency diplomas.

Suzanne Zinser, President of the Indiana School Boards Association, was appointed by the governor to chair the Coalition. Day-to-day responsibility for administration is shared by two persons who have other full-time jobs–Mary Greich-Williams of the Education Department's Division of Adult and Community Education, and Linda Kolb of the Governor's Voluntary Action Program. They have part-time help from people in their respective offices.

The cost for the Coalition's first year of operations, including staff, was covered by contributions from the two administering agencies, professional associations, and private donors. A $5,000 grant from Lilly

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*Some are not called "councils." They may be coalitions, committees, or alliances. Whatever their names, they are widely representative in composition and comprehensive in their functions. They are not to be confused with the hundreds of local groups with "council" or "coalition" in their names, most of which provide tutoring and tutor training.

Endowment will help with the second year. Coalition and subcommittee members contribute their services.

Among the political strategies to enlist the full cooperation of all groups with an interest in literacy was that (a) the governor himself was the visible convenor of the Coalition; (b) the Coalition chairperson came from outside the literacy field; and (c) the subcommittees were chaired by Coalition members representing the different interest groups. In this way the effort has been kept "turf neutral."

Though the Coalition has not developed legislative recommendations as such, the climate of support that has been created is thought to be responsible for recent recommendations to the state legislature by the governor and the superintendent of instruction for an increase in the current $5.45 million for adult education programs to $7.0 million in 1985-86 and $8.4 million in 1986-87.

(For more information, contact Mary Grcich-Williams, Director, Division of Adult and Community Education, Department of Education, State House, Room 299, Indianapolis, IN 46204, or phone 317-927-0344.)

South Carolina's Reading Campaign

In South Carolina nearly half a million persons–roughly 25 percent of all adults–are functionally illiterate. In eleven counties, the figure is about 34 percent. But of all those who need help, only 16 percent are receiving it. The impact of this problem reverberates throughout the state. Its major industry, textiles, uses large numbers of assembly-line workers but is in rapid decline because of foreign imports, while efforts to attract high tech, health science, and other industries are hampered by the low literacy level of the labor pool.

To counteract the illiteracy problem, in 1980 the South Carolina Board of Education implemented a statewide Reading Campaign with the active support of Governor Richard Riley and Lt. Governor Mike Daniel. The Campaign's primary goal was to promote awareness and the development of tutoring services throughout the state. A Reading Campaign Advisory Council was also established–comprised of legislators and educators, and business, community, social welfare, and church representatives–and Mrs. Ann Riley, the governor's wife, was named to chair it.

Basic responsibility for statewide literacy planning and for advancing the Reading Campaign rests with the Department of Education, which reports to the Advisory Council. The department's activities are closely coordinated with the State Library System and the South Carolina Literacy Association (SCLA), and there is regular input from other groups.

The State Library, a relatively new catalyst on the literacy scene, has been working increasingly as a partner in the Campaign and, since late 1983, has been making grants to libraries to encourage them to work with local agencies to develop literacy services.

The SCLA, an independent organization formed in 1969, operates a network of local voluntary tutoring programs, and apart from the ABE program, is the largest service provider in the state. But SCLA also has been helping communities create and operate their own local planning councils. These councils serve as the organizing centers for ABE, library-sponsored, and other local services as well as those of SCLA itself. They also help recruit and place students, train tutors, and promote general public awareness.

Forty-three of South Carolina's 46 counties have one or more local literacy councils. Usually their membership is broadly representative of local resource groups and interests.

While the councils are autonomous, they are funded by school districts and/or private donors–and sometimes school districts provide seed money until funds can be raised from other sources. The key to their stability and success is that they are managed by paid professionals on a part- or full-time basis and do not have to rely solely on volunteers.

There are at least two paid professionals in almost every county of the state–and, not surprisingly, SCLA records show a strong relationship between the number of paid literacy professionals working in a county and the level of student enrollment in the area's tutoring programs. Typically, these two persons are a local ABE director and a literacy coordinator reporting to the ABE director. (The coordinators represent a new cadre of professionals hired as part of the Reading Campaign from state ABE funds.) These two people work together to develop resources for all service providers in the county and to keep the overall literacy effort coordinated.

"We see ABE and the other literacy programs as a unified whole, not separate entities," says Walter Tobin, director of the State's Office of Adult Education. "They're all responsible for serving the undereducated adult, just in different settings."

> *The system recognizes, and institutionalizes, the fact that formal classroom settings will not work for low literate adults.*
>
> *...Joan Harris, Exec. Dir., SCLA*

This coordinated approach makes for better articulation of program functions and more sensitive placement of students. For example, SCLA specializes in zero to fourth grade reading. Adults who fall in that range have failed in the school system, are alienated from it, and require intensive one-to-one tutoring in a personal setting. The school-based ABE programs, however, are obliged to teach mostly in groups or classes because of budget constraints. Thus, students at the lowest end of the literacy scale can be placed in SCLA programs until they have achieved a fourth grade level and then moved into ABE.

Another advantage of the unified approach is budgetary. Once a student is tutored for 12 hours, whether or not under the aegis of ABE, that student generates a budget allocation from the state just like any other student in the public system.

More than 30 companies in the state, among them major corporations such as Spring Mills, Duke Power, and DuPont, have been operating employee basic skills programs in which they receive the services of the ABE or SCLA programs. The programs provide them with classroom teachers and tutors, often training their own employees to tutor. Usually the companies provide the site, funds for materials, and release-time for the employees, and sometimes they give bonuses to participating employees. Often, company representatives serve on the boards of the local literacy councils.

Another advance in South Carolina's effort may result from a proposal recently submitted to the legislature by Lt. Governor Daniel, calling for the state to match, up to $50,000, every dollar contributed by the private sector to literacy. The Lt. Governor also is trying to set up a private literacy foundation that would match the monies raised by communities from public and/or private sources.

(For more information contact Walter Tobin, Director, Office of Adult Education, Department of Education, Room 209-A Rutledge Building, Columbia, SC 29201, phone 803-758-3217; or Joan Harris, Executive Director, SCLA, 815 Elmwood Avenue, Columbia, SC 29201, phone 803-256-0550.)

BASIC SKILLS ON THE JOB

Every day companies lose money because their employees can't read, write, or compute well enough to do their jobs efficiently. Workers who can't read warning signs, mistakes made preparing or reading correspondence, time lost lecturing on the use of new equipment are all costly, and sometimes dangerous. This problem is addressed in a new paper that describes job-related basic skills requirements of the workforce, reviews three case studies of successful basic skills programs, and tells organizations how they can develop programs geared to their own special job needs. The report, *Job Related Basic Skills: Cases and Conclusions*, is written by Thomas Sticht, Professor of Industrial Psychology at the U.S. Naval Postgraduate School and President of Applied Behavioral and Cognitive Sciences, and Larry Mikulecky, Associate Professor of Language Education at Indiana University in Bloomington.

The authors first discuss two trends that are influencing the demand for basic skills, namely the changing nature of the workforce and the increase in service and technology-related jobs that require higher levels of basic skills than ever before. The number of 18-24 year olds, traditionally entry-level workers, is declining. Between 1981 and 1995 this age group will drop another 22 percent. Furthermore, greater numbers of high school graduates are choosing to go on to college, leaving a less educated pool to enter the job market. In the 1930's, 85 percent of high school graduates were available for entry-level work. Now, that group has shrunk to 44 percent.

At the same time that the pool of entry-level workers is declining, the demand for higher levels of basic skills in entry jobs is steadily increasing. "Muscle work" jobs requiring few basic skills are rapidly disappearing or being upgraded, while service fields like secretarial and accounting and technology-related jobs are growing. By 1990, the greatest growth will be in such fields as industrial robot production, energy, and industrial laser processing. According to a 1982 survey by the Center for Public Resources, 65 percent of responding companies reported that basic skill deficiencies limit the job advancement of high school graduate employees. Thirty percent said secretaries have difficulty reading at the level required by their job, 50 percent reported managers and supervisors were unable to write error-free paragraphs, and 50 percent noted bookkeepers and other skilled employees were unable to use decimals and fractions in math problems.

Not only must today's workers be able to read, write, and compute at fairly high levels, they must be able to use these skills to accomplish tasks, make assessments, and solve specific problems on the job. One study of occupations ranging from executive vice president to forklift driver revealed that time spent reading print, graphs, charts, and computer terminals averaged about two hours a day. Difficulty levels for most reading materials ranged from 10th to 12th grade. Research shows a definite correlation between job performance and a worker's basic skill level. Performance appears to decrease when reading skills are more than two grade levels below the level of job instructions.

Although there are signs of increasing involvement, business and industry still play a limited role in providing basic skills training to their employees. A survey of general training in 610 U.S. companies estimated that in 1977 employers spent $1.6 billion nationally training 4.3 million employees (roughly 1 in 8). However, only 8 percent of the companies surveyed reported instruction in basic skills. Large companies were more likely to have basic skills programs than smaller ones, and financial institutions averaged more than other kinds of organizations. A 1982 survey of 25 Fortune 500 companies found that only 9 percent provided basic skills programs and 14 percent offered English-As-a-Second-Language.

The authors present three case studies as examples of how companies can design employee basic skills programs. All three cases used instructional materials developed in the context of specific job requirements. In Chicago in 1981 and 1982 word processing operators were in very short supply. The local Private Industry Council hired a private consulting firm to teach word processing skills to 100 disadvantaged, unemployed CETA* applicants. The program combined basic skills instruction with job training and used performance levels of employed word processors as criteria for successful program completion. Eventually 70 percent of the trainees found employment as word processors. In the second case, workers at a city wastewater treatment plant had to learn new clear water guidelines using super cooled oxygen and nitrogen, dangerous chlorine gases, and computer monitoring of micro-organisms. A university reading specialist, working with an engineering firm, helped raise workers' reading levels to the point where they could master the technical vocabulary, concepts, and materials of their new jobs. Nearly half the students who took the special basic skills instruction passed their technical classes (fewer than 5 percent would have passed without it). In a third case, the U.S. Army determined reading levels needed to perform specific army jobs and then launched a basic skills program to bring soldiers with low reading levels up to minimum job levels. Actual job materials were used for both instruction and testing. After six weeks, the trainees had gained about two reading levels.

In developing a job-related basic skills program, the authors stress that it is important to use systematic procedures to ensure that the basic skills tasks being taught are actually representative of the job. They discuss guidelines and methods for developing such programs including how to plan and design a program, how to analyze the needs of a particular company, how to determine what the content of the program should be, and how to measure if learning has occurred.

(The full report can be obtained from ERIC Clearinghouse on Adult, Career, and Vocational Education, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210-1090.)

CORPORATE LITERACY ACTION

CHICAGO TRIBUNE CHARITIES

The Chicago Tribune Charities recently announced a new grant program in literacy. The *Tribune*, with 4,000 employees, has a history of working with local schools and its CEO, Charles Brumback, was aware of the problem of adult illiteracy. When Nicholas Goodban left the Joyce Foundation to join the Charities as Executive Director in 1983, he came with some first-hand knowledge about Literacy Volunteers of Chicago and a strong personal interest in the problem. With the backing of Brumback, he set out to explore literacy as an area of priority concern for the Charities.

After consulting with the literacy field, the Charities became convinced of the importance of corporate involvement and concluded that "literacy is an absolute natural for a newspaper." Chicago has an estimated 600,000 functionally illiterate adults, a 50 percent school drop-out rate, and a growing population of Hispanics and immigrants of various ethnic backgrounds–and the Charities believes that their high rate of illiteracy is a key factor in the economic under-development of the city.

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*Comprehensive Employment Training Act, superseded by Job Training Partnership Act

By August 1984, the Charities had launched its grant program under a set of general guidelines that will be sharpened and refined as the organization gains experience. At an annual budget level of $100-150,000, grants of up to $5,000 go to programs in Chicago-area communities. The focus is on programs that use volunteers or students as trained tutors and on non-school programs that focus on improving the reading, writing, and math skills of school-age youth. Funds are given to expand the tutoring capacity of the programs, and some $70,000 has already been awarded –to programs serving American Indians, Hispanics, refugee and immigrant groups, college-bound adults, out-of-school youth, and others in the city.

From the first round of proposal applications, the Charities staff realized that many programs were struggling to develop clear objectives and activities for the range of individuals they were being asked to tutor, and many lacked systematic procedures for measuring their own effectiveness. As a result, they have decided to make this an area of emphasis in future grantmaking. Moreover, as the program develops, Goodban expects that their grants can be targeted even more precisely on the basis of his involvement in statewide planning as an active member of the newly-created Illinois Literacy Council.

While Goodban considers himself a beginner in the field, he stresses that corporations interested in getting involved *should* expect literacy programs to be able to clarify their operations and to show that goals are being reached and clearly articulated. But he points out that the need nationally for expanding adult literacy services is clear and that funders should be prepared to support promising programs even as they work to better assess themselves. Goodban also believes that funding schools or higher education institutions is not enough: tutoring services are offered by a variety of other organizations that have close ties to their communities and specialize in providing adult basic skills.

WHAT OTHER CORPORATIONS ARE DOING

GRANTS AND IN-KIND CONTRIBUTIONS

AEtna Life and Casualty Foundation recently granted $8,000 to the Association for Community Based Education for its Minigrant Program. Through an annual competition, the Program provides grants of up to $5,000 to ACBE community-based programs, many of which provide basic skills services. The minigrants aim to promote good planning and practice.

American Can Company, AT&T Communications, Inc., Bristol-Myers, Chemical Bank, Consolidated Edison, Exxon Corporation, Hearst Corporation, Honeywell, Inc., Manufacturers Hanover Trust, McGraw-Hill, Inc., Morgan Guaranty Trust Company, New American Library, and Warner Communications were among more than 35 corporations funding Literacy Volunteers of New York City in 1984. **Gulf & Western** is contributing space to LV-NYC for tutorial sessions and meetings.

The American Newspaper Publishers Association Foundation coordinates the Newspapers in Education program in collaboration with 600 newspapers in the country. Each newspaper has assigned a staff director to work with local adult literacy programs to build the use of newspapers into their instructional materials.

Borg-Warner Corporation donated computer equipment in 1984 to Literacy Volunteers of Chicago for use in tracking student and tutor information. LVC's 1984 funding sources include **Newsweek, Washington National Insurance, The Esmark Foundation, People's Energy, The Allstate Foundation, and Chicago Title and Trust. First National Bank of Chicago** provides space for tutor training activities and funded the cost of LVC's 1983 annual report.

Burger King recently printed adult literacy awareness messages on the placemats used in one of its restaurant franchises, in a pilot project conducted by the North Carolina Department of Community Colleges. **Pine State Creamery** also carried the state's literacy slogan and logo on its milk cartons during the month-long project.

CBS, Ms., Essence, Good Housekeeping, Woman's Day, and Working Mother recently gave financial assistance to the National Congress of Neighborhood Women in Brooklyn. NCNW offers ESL, basic skills, and high school equivalency classes to low-income, working women.

Colonial Bank and Trust, The Travelers Corporation, and The Hartford Insurance Group have recruited employees to serve as volunteer tutors in literacy programs in their communities. Tutor training is given by the local chapters of Literacy Volunteers of Connecticut.

The Hospital Corporation of America Foundation, Nissan Corporation, and other Nashville-area companies helped the Nashville Adult Literacy Council in 1984 with grants and advisory support.

The St. Paul Companies, Chicago Tribune Charities, Washington National Insurance Company, Chicago Sun Times, and R. R. Donnelley and Sons recently made grants to Universidad Popular in Chicago. This community-based program provides Spanish-language literacy instruction for the large population of Hispanic immigrants in the city. The program aims to make adults functionally literate in their native language as a basis for acquiring good basic skills in English.

The Washington Post, IBM, C&P Telephone, Washington Gas, General Electric, and other companies gave financial support in 1984 to Push Literacy Action Now (PLAN) in Washington, D.C. PLAN is a community-based program which provides basic skills help to residents of the city. On a contractual basis, it also conducts in-house programs and provides literacy services to area companies.

The William Penn Foundation and **Glenmede Trust** have granted $750,000 to the Mayor's Commission on Literacy in Philadelphia to help expand literacy services in the city. **The Philadelphia Daily News/Inquirer, Philadelphia Electric Company, Prudential-Bache Securities, Subaru of America Foundation, Great Bear Water Company, Entre Computer Center,** and ten other companies have provided various in-kind services to the commission.

Xerox Corporation, The Continental Group, Pitney Bowes, Richardson-Vicks, Perkin-Elmer Corporation, Burndy Corporation, New England Telephone, and other companies fund or give in-kind assistance to Literacy Volunteers of Greater Norwalk. In some of the companies, employee volunteer groups have formed to give tutorial help and cash donations to LVGN, and executives from several of the companies provide public relations advisory services.

INVOLVEMENT IN PLANNING & RESEARCH

The American Booksellers Association has been meeting with representatives of the Association of American Publishers to develop a strategy for involving booksellers in the literacy issue. One approach under consideration is for booksellers to support literacy programs already established in their communities rather than to start new programs of their own. The ABA plan will be announced in mid-1985 at the ABA Annual Convention in San Francisco.

The American Council of Life Insurance, a trade association representing over 600 companies, has worked for the past two years to stimulate awareness of workplace illiteracy. The Council sponsored one national conference and, together with the **Washington National Insurance Company** and **Transamerica Occidental Life Insurance Company,** co-sponsored two regional conferences in Chicago and Los Angeles on this subject. Business representatives met with government, literacy, and labor leaders to identify strategies for collaborative action. A publication, titled *Functional Literacy in the Workplace*, resulted from the national conference and is available from ACLI.

Columbia Nitrogen Corporation and **Sears Roebuck** have taken a leadership role in the Georgia Literacy Advocacy Initiative, the state's literacy coordinating body. A business sub-committee focuses on generating involvement of the state's business leaders.

Connecticut National Bank, People's Bank, and Manchester State Bank recently hosted public awareness events in Connecticut communities in which they operate, bringing together local literacy providers, business representatives, and other interested parties to increase community involvement.

Ebony Magazine, Encyclopedia Britannica, Coca-Cola, The State Chamber of Commerce, and ten other businesses are represented on the Illinois Literacy Council. The Council's Sub-committee on Private and Public Funding is identifying companies that have supported or might support literacy efforts in the state. **The Chicago Advertising Club** recently sponsored a contest in which ad agencies competed to create a multimedia literacy awareness campaign to be launched by the state in early 1985. The Council also has contracted with LVA and Laubach to train state employees to tutor their fellow workers, and hopes eventually to expand the program to the private sector.

The Greater Boston Chamber of Commerce recently formed an adult literacy committee to survey 250 area businesses to identify employee basic skills programs. The committee hopes to use the findings, and testimony gathered from literacy providers, to raise public awareness and recommend ways for business to become more actively involved.

WHAT OTHER CORPORATIONS ARE DOING (Cont'd)

The Magazine Publishers Association has announced the formation of a committee to explore how the Association can best respond to the illiteracy problem. Representatives from **Ms., The Reader's Digest, and Southern Living** have leadership roles in the committee.

Morgan Guaranty Trust and **Time, Inc.**, together with several public funding sources, recently gave major grant support to the Literacy Assistance Center, a city-sponsored coordinating and technical assistance agency for literacy activities in New York City. Earl Monroe, former basketball star and current head of **Pearl Records**, serves on the Center's board.

The New Hampshire Job Training Council is a joint state effort of 20 companies and various educational and social service agencies. The Council oversees a program of vocational and basic skills instruction for unemployed and under-employed state residents. This federally-funded program links basic skills education directly to job training and placement. State adult education staff give the instruction after assessing the skill levels of entering participants.

The Philadelphia National Bank recently granted $30,000 for a research project to improve the curricula of literacy programs in Philadelphia. The study will be jointly conducted by the Literacy Research Center of the University of Pennsylvania and the city's Center for Literacy.

OPERATION OF EMPLOYEE PROGRAMS

Honeywell, Inc. and other Denver-area electronics, light manufacturing, and service firms are providing job-specific conversational English and reading instruction to their immigrant employees through the Intercultural Programs of the Metropolitan State College.

The Kelly Springfield Tire Company, a subsidiary of Goodyear Tire Co., recently established a basic skills program for employees in its Tyler, Texas plant. Management and union officials realized that to convert the plant to a modern facility producing radial tires, the basic skills of many employees had to be upgraded. The alternative, they felt, was to move the operation to another state. Their program is run in collaboration with the Texas Adult Education Association and Tyler Junior College and combines computer-assisted instruction with one-to-one tutoring. On a voluntary basis, some 230 employees presently take part in the program–which operates during regular working hours and gives full pay for the first 100 hours of participation.

NOTES FROM BCEL

CORPORATE GIVING OFFICERS: WE NEED YOUR ADVICE. As one form of technical assistance, BCEL works to link corporate givers to local, state, and national literacy programs in need of funding and other support. Literacy programs often ask us for advice on how to submit proposals to corporations and which companies might be interested in their particular need. We would appreciate hearing from corporate giving officers about whether they are presently able to consider grant proposals in the area of adult basic skills and within what guidelines. We also will be glad to provide guidance to any companies not working in the field now but willing to explore the possibilities.

IN THE WORKS. Several detailed pamphlets are in preparation at BCEL for the business community. These include: Use of Volunteers for Advancing Adult Literacy: The Potential and the Limits; Community-Based Organizations: Their Role and Potential; and Constraints on the Development of Corporate Employee Basic Skills Programs. Each pamphlet will contain specific advice on how companies can help. We would like to hear from our business readers about other topics of special interest as they consider a new or increased role in the national effort to combat adult illiteracy.

ORDERING EXTRA COPIES OF THE BCEL NEWSLETTER. BCEL's September 1984 Newsletter is a long-term reference on the scope and implications of adult illiteracy and on the planning and service-providing organizations now working in the field. It also gives suggestions on how business can best help combat the problem. BCEL has had a wholly favorable response from the literacy and business communities on the usefulness of this introduction to the field, and we can still provide extra copies to our readers–at no cost for up to 24 and 25¢ per copy thereafter. Please order in writing and enclose a check made payable to BCEL where payment is required. Extra copies of the present Newsletter are available on the same basis. (Newsletters may be reprinted in whole or part as long as BCEL is credited.)

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BCEL BUSINESS COUNCIL FOR EFFECTIVE LITERACY

\DULT LITERACY: PROGRAMS • PLANNING • ISSUES

A Newsletter For The Business Community

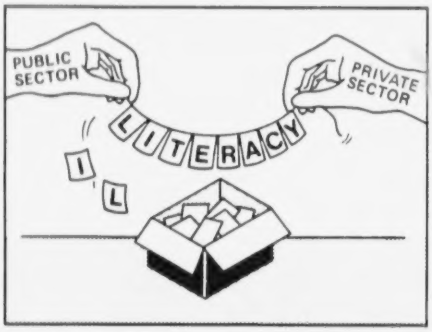
VOL. 1, NO. 3 APRIL 1985

TURNING ILLITERACY AROUND: An Agenda For National Action

BCEL was formed in late 1983 to encourage business and industry to join in the fight against adult illiteracy and to help give guidance on how to do it. One of its early actions was a $400,000 grant to help launch the three-year campaign of the Coalition for Literacy. This Ad Council awareness campaign is expected to generate a greatly increased demand on literacy programs to deliver services to a growing number of adults.

Yet literacy programs today are already stretched to capacity in their level of service, and most have long waiting lists of tutors and students they lack the resources to serve. Concerned that they might be overwhelmed by the campaign's response unless intensive planning took place quickly on a state-by-state basis, BCEL has been working to help advance that goal. Even more urgent was the obvious need for substantial new funding for the field. But how much funding? For what purposes? In the short-run? In the long-term? And how much could the business community reasonably be asked to do?

To begin to answer these questions, BCEL commissioned the two papers discussed below, now available under the title of *TURNING ILLITERACY AROUND: An Agenda For National Action*. (See p. 8 of this Newsletter for instructions on how to order.) One paper was prepared in a ten-month project directed by Donald McCune, Director of the Division of Adult, Alternative, and Continuation Education for California. The other was prepared early this year by David Harman of Columbia University, co-author of *Adult Illiteracy in the United States* (see p. 6 of this Newsletter).



Day-to-day work on the McCune project was carried out largely by Judith Alamprese of Cosmos Corporation who joined McCune in writing the final report. They were assisted by a team of advisors expert in adult basic education: Paul Delker, Director, Division of Adult Education Services, U.S. Department of Education; Gary Eyre, recent Executive Director, American Association for Adult and Continuing Education; Violet Malone, Director, Extension Education, College of Agriculture, University of Illinois (Urbana) and Head of the Coalition for Literacy; and Carman St. John Hunter, Consultant, World Education, Inc., and co-author of *Adult Illiteracy in the United States*. Diane Vines, former Executive Director of the Secretary's Initiative on Adult Literacy, and Chris Zachariadis, Director of the Association for Community-Based Education, joined the group of advisors in a final review of both papers.

The key points of discussion and the major recommendations are summarized below. In so doing, it is BCEL's aim to contribute to the present national debate on how best to fight the growing problem of adult illiteracy and to help advance a more realistic understanding of the challenge facing public and private organizations alike.

Working Paper No. 1 (McCune-Alamprese)

This report is based in part on extensive interviews conducted with some 50 local literacy programs around the country, and with 11 national organizations that give them leadership, coordination, and technical assistance. (cont'd. on p.4)

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BCEL EDITORIAL

by
Harold W. McGraw, Jr.
Chairman, McGraw-Hill, Inc
President, BCEL

Awareness of the adult illiteracy problem and its scope has grown considerably in the last couple of years. But it will take major new funding and much added leadership to provide the range of concrete remedies needed to overcome the problem. More precisely, it will take a partnership among public and private sector organizations—with an important role for business, and a central and larger role to be played by federal and state governments. Moreover, if as a nation we are really serious about turning the illiteracy problem around, we all will have to recognize that we are facing a long-term effort costing billions of dollars. These are some of the conclusions reached in the two BCEL papers discussed in the feature article of this issue of the Newsletter.

It is clear that many of the key recommendations cannot be put in place overnight. Especially changes in federal and state legislation and increased federal and state funding. So, while business and industry certainly should not and cannot be expected to do it all, they nevertheless have a major stake in the adult illiteracy problem and their increased and immediate involvement and leadership is vitally needed. Not just in providing new funds for literacy programs and planners, but in joining to stress the need for a much stronger federal and state role. BCEL has been working to convey these messages to the business community for about a year now. And we are encouraged that more and more companies are responding.

The McCune and Harman papers touch only in passing on the role that general foundations could play in this field. Yet these organizations also could be a major ally in the battle against illiteracy. They are able to respond to social problems with a flexibility and speed that is unique. We urge all of the general foundations to consider placing the adult literacy challenge among their very top priorities.

NEWS IN BRIEF

Federal Adult Literacy Update

There is a great interest in the plans that William Bennett, new Secretary of Education, will have for continuing the Secretary's Adult Literacy Initiative and whom he may designate to succeed Diane Vines as its executive director. But as these questions are being resolved, three new Initiative projects are under way:

- *Head Start.* The Initiative and the National Head Start Bureau are collaborating in a pilot literacy program for parents of Head Start children. Research has shown that the educational attainment of a child is related to that of the parent and that poverty and illiteracy are overlapping problems. Sixteen local Head Start programs will offer basic skills instruction for one year with supplemental funding from the Department of Education.
- *College Work-Study Program.* Building on the success of the 1983-84 College Work-Study experiment in which students were used as literacy tutors, the Department of Education recently provided $706,000 in new funding for similar programs in 50 colleges.
- *Federal Employee Literacy Training.* Launched in 1984, FELT recruits volunteers for local literacy programs from federal agencies in all regions of the country and makes federal space available for such programs. As a result of a special appeal by President Reagan to Cabinet members and agency heads, more than 50 agencies are now involved in the program.

F.I.S.T. Fights Illiteracy

Functional In-Service Training, aptly known as F.I.S.T., is a successful new weapon in the fight against illiteracy. Developed by New Jersey's Middlesex County College as a pilot, since 1979 the project has been training volunteers to tutor illiterate adults in local literacy programs on an intensive one-to-one basis. In 1982 F.I.S.T. was evaluated by the U.S. Department of Education for its effectiveness and certified as a model program worthy of national replication–thus becoming eligible for funding from the Department's National Diffusion Network. As a result, some 31 new programs have been set up around the country and F.I.S.T. is working with them to train volunteer tutors at 100 different sites in 9 states. For more information, contact Iris Saltiel, Middlesex County College, Division of Community Education, Edison, NJ 08818 (201) 249-7987.

MAC Funds for the Big Apple

Adult illiteracy is the target of a four-year, $35-million campaign announced by New York City in November 1984. It is the largest new sum of money yet provided for adult basic skills. Of the $35 million (made available from surplus Municipal Assistance Corporation funds), $7.5 million will be spent in 1985 as follows: $4.9 million for adult basic skills instruction provided by the Board of Education, the City University colleges, and community-based agencies; $2 million for expanded literacy services in 19 branch libraries; and $600,000 for the Literacy Assistance Center, a new city-wide coordinating and technical assistance organization. In announcing the plan, Mayor Koch said, "This program represents an unprecedentedly large-scale and coordinated approach that will, I believe, become a national model." For more information contact Marian Schwartz, Office of the Mayor, 250 Broadway, NYC 10007 (212) 566-1178, or Jacqueline Cook, Acting Executive Director, Literacy Assistance Center, 51 Chambers Street, Rm. 510, NYC 10007 (212) 267-5309.

New Grants for National Ad Campaign

The three-year national awareness campaign of the Ad Council and the Coalition for Literacy has been boosted by two new grants and an in-kind contribution totaling $143,275. Supplementing start-up funds of $530,505 (including $400,000 from BCEL), the Coalition recently received $82,275 from the Department of Education, $25,000 from the General Electric Foundation, and in-kind printing services from TIME, Inc. valued at $36,000. While these new actions are a step in the right direction, $1 million in additional funding is still needed from public and business sources to make the campaign a success and to fully cover the Coalition's three-year budget. To help, donors can call 1-800-228-8813 or write to the Coalition for Literacy, Box 81826, Lincoln, NE 68501-1826.

CPB Exploring Role in Literacy

The Corporation for Public Broadcasting is exploring a possible role for public broadcasting in helping to combat adult illiteracy. Doug Bodwell, CPB's Director of Education, says that the process will take several months and that whether a program is adopted will depend on many factors, including CPB budgets and whether there is a role to be played that would contribute significantly to the overall national effort and still be consistent with CPB's organizational purpose. Our readers are welcome to write with suggestions to: Douglas Bodwell, CPB, 1111 16th Street, N.W., Washington, D.C. 20036.

California Libraries In the Lead

Libraries play a prominent role in California's literacy campaign launched in 1984. So far $5.1 million has been awarded to public libraries around the state for programs in over 100 communities–$2.5 million from Federal Library Service and Construction Act funds and $2.6 million from the general state budget. In just a year the project has laid the groundwork for new programs that reach an estimated 5,000 adults at some 400 sites. The program has been evaluated and the results have been published in two new reports, *California Literacy Campaign Program Effectiveness Review* and *Final Report: Literacy Technical Assistance Project*. For more information about the program and reports contact Gary Strong, Chief State Librarian, California State Library, Box 2037, Sacramento, CA 95809 (916) 445-4027.

Congressional Initiatives

On March 4, Senator Steve Symms was named chairman of a task force of the Senate Republican Conference to study options for upgrading the overall quality of education. As part of the effort, hearings will be held on adult illiteracy. On April 3, SJ Resolution #102 was filed to establish a bipartisan National Commission on Literacy to study the causes of youth and adult illiteracy and make recommendations to the President and Congress. Up to $1 million has been authorized for the Commission. The resolution has been referred to the Senate Committee on Labor and Human Resources.

Basic Skills for the Elderly

The National Council on the Aging has received a grant from the Fund for the Improvement of Postsecondary Education to offer literacy training to older adults and train them as tutors. Among its goals are to increase the capacity of the illiterate elderly for greater social and economic self-sufficiency and to develop a literacy model that can be replicated nationwide. Training will begin this summer at 20 community demonstration sites, most of them in multipurpose agencies already serving the elderly. Students and tutors will be recruited and trained with the close involvement of local voluntary literacy programs. The project will produce a guide on how to start literacy programs for the elderly, a handbook to help literacy tutors meet the special needs of the aging, and instructional materials geared specifically to the circumstances and interests of older adults. For more information, contact Catherine Ventura-Merkel at NCOA, 600 Maryland Avenue, S.W., West Wing 100, Washington, D.C. 20024 (202) 479-1200.

Philadelphia Gets Literacy Funds

The Mayor's Commission on Literacy in Philadelphia, coordinating arm of the city-wide campaign to reduce illiteracy, recently received grants totalling $804,000–$750,000 from the William Penn Foundation and the Glenmede Trust and $54,000 from the State Department of Community Affairs. The funds will be used to provide additional staff for neighborhood tutoring programs, project evaluation, and technical assistance. Nearly $100,000 will cover the cost of books and tutoring materials. More information is available from Marciene Mattleman, Executive Director, Mayor's Commission on Literacy, 702 City Hall Annex, Philadelphia, PA 19107 (215) 686-8652.

Federal Adult Education Funding

Increased public funding at both the state and federal level is an essential ingredient for overcoming adult illiteracy. However, recommended increases in the Federal Adult Education Act have not materialized. Moreover, under a proposed change in the formula for funding the states, smaller states would get more than in the past, but 19 of the largest states would receive fewer funds. State directors of adult basic education, as well as legislative representatives of the American Association of Adult and Continuing Education, continue to press for increased appropriations and an equitable funding formula.

Using TV For Adult Literacy

Three new TV projects plan to help fight adult illiteracy. *Read All About It*, being developed by Connecticut Public Television producer Renard Maiuiri, aims to give direct TV tutoring to home viewers using national and local newspapers as basic instructional materials. FREADOM, being planned by the Philadelphia Commission on Literacy, would use TV to teach reading using the U.S. Constitution. If aired on schedule, the series would coincide with the Constitution Bicentennial celebration in 1987. To augment the Ad Council campaign, which relies heavily on commercial broadcasting, WQED is developing a national outreach project, modeled after THE CHEMICAL PEOPLE, to help local literacy planners and programs recruit and train volunteer tutors and attract financial support. The project will be piloted in Pittsburgh in May and hopes to go national by 1986. The Connecticut and WQED groups hope to get partial funding from the Corporation for Public Broadcasting, but all three efforts need support from other sources. For more details, contact Renard Maiuiri, Connecticut Public Television, 24 Summit Street, Hartford, CT 06106 (203) 278-5310; Marciene Mattleman, Executive Director, Commission on Literacy, City Hall Annex, Philadelphia, PA 19107 (215) 686-8652; and Margot Woodwell, Station Manager, WQED, 4802 Fifth Avenue, Pittsburgh, PA 15213 (412) 622-1320.

AAACE Business Unit Seeks Business Help

The Business and Industry Unit of the American Association for Adult and Continuing Education (AAACE) needs in-kind support from the business community to cover the production costs of *Toward New Partnerships in Basic Education for the Workplace*. The book is based on a series of AAACE workshops in which business and education leaders have met to discuss such topics as "The Corporation-College Alliance" and "Business and Industry Involvement in Basic Skills." To help, contact Jorie Lester Mark, Business and Industry Coordinator, Division of Adult Education, Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202 (202) 245-0691.

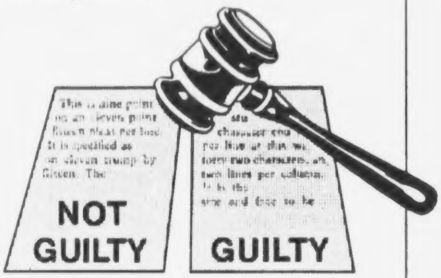
Help From Women's Organizations

The General Federation of Women's Clubs (GFWC) and Altrusa International work to involve their U.S. members in a wide range of community and social betterment activities, including the fight against illiteracy. One-third of Altrusa's 20,000 members, in a program called Action for Literacy, are already involved in local literacy efforts, and Altrusa's July 19-22 biennial convention in Boston will include a special literacy forum. GFWC, the largest international service organization of volunteer women in the world, has developed specific guidelines for its 500,000 U.S. members and published them in its December 1984/January 1985 *Clubwoman* magazine. For more information contact Mimi Stewart, Associate Executive Director, Altrusa, 8 S. Michigan Avenue, Chicago, IL 60603 (312) 236-5894; and Irene Van Schyndel, Programs Director, GFWC, 1734 N Street, N.W., Washington, D.C. 20036 (202) 347-3168.

LITERACY IN THE COURTS

If persons accused of trespassing claimed that they couldn't read the sign warning them to keep out, would they be innocent or guilty? While such a case has not actually been on trial yet, it could be.

"Literacy in the courts is definitely a growing trend," says Dr. Marc Bendick, Senior Research Associate at the Urban Institute in Washington, D.C. He notes that pressure is coming from several quarters. Legal activist groups have been mounting challenges to protect the rights of poor people who tend to have the lowest literacy skills and the least access to legal representation. For example, in December 1981, Western Massachusetts Legal Services, Inc. filed a class action suit against the Commonwealth of Massachusetts contending that some 16,500 households receiving food stamps were unable to read the information cards being sent out to them. Because these adults lacked the basic skills to understand the notices, they were not able to make appropriate decisions and take advantage of the program. Typography, language, and reading experts testified at the trial on behalf of the plaintiffs.



The suit was won, and although it is currently being appealed in the U.S. Supreme Court, food stamp and other government officials have become much more aware of illiteracy as an issue when they write official communications. In a similar case in California part of the settlement was that the Social Security Administration agreed to rewrite at a sixth grade level all the notices for their Supplemental Security Income program for the disabled and elderly. And in New York last year a judge ruled that Medicare notices were incomprehensible bureaucratic gobbledygook and ordered that they be clearly rewritten. Steve Hitov, a lawyer with the Western Massachusetts Legal Services, feels that the Massachusetts case may have a significant impact on whether literacy will be used as a legal argument in the future.

TURNING ILLITERACY AROUND

(cont'd. from p. 1)

Local program coordinators (representing ABE, labor unions, correctional institutions, community colleges, libraries, refugee and immigration programs, the voluntary organizations, and CBOs) were asked to describe present practices in a range of areas—such as recruitment, staff development, use and development of materials, data collection, learning assessment, fund-raising, and program management. They also were asked to project their fiscal and programmatic needs in order to expand their service. Similarly, the national organizations were asked questions about their current activities and future development needs. The descriptive data gathered was then subjected to analysis by the project staff and advisors and helped point the way to a set of concrete recommendations.

Sixty-one percent of the programs interviewed are located in urban areas, 27 percent in rural settings, and 12 percent in suburban locations. The range of their services extends from beginning reading to high-school equivalency preparation, in most cases including ESL.

Analysis of the local program data showed a number of striking similarities and also operational differences across program types. These are discussed in detail in the paper to give a context for understanding future resource needs. But the data also revealed consistency in the factors that the programs feel will influence their ability to serve a larger number of students in the future.

For example, new staff and other resources will be needed for fund and program development purposes. Additional trained instructional staff will be needed, and more of them will have to be paid. (In programs heavily dependent on volunteers, this is the top priority.) An expansion of staff development and training activities will be critical. New instructional approaches will have to be developed and implemented. The image of adult education/literacy programs in the community and the nation will need to be improved through further public awareness. And more cooperation between literacy programs and planners will be essential, along with improved counseling services, better tools for evaluating student and program success, and the development of new approaches for reaching and teaching unserved client groups in a variety of different cultural settings.

On the question of fiscal need, the programs found it difficult to estimate their expansion requirements, partly because they barely have the staff to maintain present fiscal support levels and partly because their costs are often hidden in the budgets of larger service agencies of which they are a part.

The authors nevertheless produce two rough measures of fiscal need. Thirty-eight of the programs interviewed reported serving a total of 65,000 adults at a cost of more than $11 million a year. Assuming a one-to-one relationship, the authors judge that a doubling or tripling of their capacity over the next three years would cost roughly two-three times that amount, or as much as $30 million more each year at full scale for these 38 programs alone. Using another measure, the report points out that some 2.3 million persons are enrolled annually in the ABE program, currently supported by some $300 million in federal and state matching funds. A tripling of ABE's capacity can reasonably be expected to cost in the neighborhood of a billion dollars a year.

These admittedly are very imprecise indicators requiring all kinds of qualifications, but they are adequate to indicate the order of magnitude. Moreover, it should be noted that even if a doubling or tripling of capacity were to occur, programs nationally still would reach no more than about 15 percent of the total pool of adult illiterates. To reach beyond that would require the development of new delivery systems and approaches as well as further additional funding.

Another section of the paper discusses the characteristics, activities, and resource needs of the major national organizations which support local programs. The findings revealed three types of organizations. Professional associations are one. Within this category are such educational groups as the American Library Association and the American Association of Adult and Continuing Education. Among their other services, they provide direct literacy instruction and/or teacher training and give regular technical assistance to their members. Others such as the American Association of Community and Junior Colleges and the Correctional Education Association tend to serve primarily as information brokers for their membership. Organizations of the second type are those which directly fund or sponsor literacy programs as their sole purpose—Laubach, Literacy Volunteers of America, and ABE. The Lutheran Immigration and Refugee Service and the AFL-CIO are organizations of the third type. They are not primarily educational in nature but include literacy instruction among their other services and distribute information to their members and agencies.

Differences among broad organizational types also produce different kinds of resource needs. For example, the professional organizations indicate a priority need to strengthen their information and dissemination functions. Organizations that directly sponsor literacy programs need to increase the number and locations of their local affiliates, get new funding for training and technical assistance, and expand their capacity for data management and evaluation. The third group of organizations sees a need at this stage for better access to information about illiteracy and literacy programs and practices. McCune and Alamprese estimate that it will take several million dollars per year to achieve these ends.

Another section of the paper discusses possible roles or activities that organizations not now involved in literacy can take on. Businesses, fraternal organizations, social and community-service organizations, and broadcasters, among others, are beginning to express an interest in being more involved. And the point is made that the field needs the energy and resources of a wider and more diverse set of organizational players if substantially larger numbers of adults are to be reached in the future. What many of these organizations are looking for as a first step is help from literacy leaders in shaping an appropriate role. But clearly their involvement will require even higher levels of funding.

Working Paper No. 2 (Harman)

The McCune and Harman papers are, to a degree, separate views of the same universe. The former is a team effort which draws on and analyzes information gathered from literacy programs themselves. The latter is the work of one individual. Harman is one of the world's foremost adult education experts and his services are in great demand in the literacy field both in the U.S. and abroad. Primarily a learning theorist and researcher, he also has a good practical grasp of how to implement policy and programs.

The first part of Harman's paper provides an in-depth analysis of what constitutes literacy in the U.S. today. Among other things, he explains that:

- **Illiteracy is not a condition that can be "stamped out" by a set number of years of schooling or a one-time blitz campaign. New situations and conditions**

will continue to impose new literacy demands, making it necessary to continually modify and add to existing abilities.

- **The wider use of the term "literacy" to embrace consumer economics, computer proficiency, and knowledge in various content areas is unfortunate and makes it harder to determine the extent of adult illiteracy. Literacy is, simply, the ability to read, write, and perform the other *basic* skills.**
- **Most functional illiterates in the U.S. (but not in developing countries) are able to decode and have mastered basic letter-sound recognition skills; their main problem is an inability to read and extract meaning from materials written at certain levels.**
- **Grade-level equivalencies, standardized tests, and school-based concepts of what adults need to "know" are an improper basis for determining adult literacy levels and achievement and for designing curricular materials and teaching approaches.**
- **If programs and services for functional illiterates (largely those adults who suffer multiple economic and social deprivation) are to be productive, they will have to take account of the overall environments and circumstances in which these people live.**
- **Although employment prospects are enhanced by further education, acquiring good basic skills will not by itself eliminate unemployment or guarantee a job for every literate person.**
- **It is difficult if not impossible to truly assess the costs of illiteracy in quantitative terms because the complexities of the problem require making so many assumptions as to render any figures derived too tenuous. Qualitative costing is more meaningful. Moreover, the nature of illiteracy makes it more a social than economic problem (although there are profound economic costs).**
- **The continued incidence of illiteracy is harmful to the core beliefs and aspirations of a free, democratic, and meritorious society. For this reason above all, the goal of universal literacy must be vigorously pursued by all sectors of American society.**

The second section of Harman's paper gives a detailed map of programs and provisions for basic skills instruction and tutor training (including military and business programs). It analyzes the level of service provided, the quality of that service, and the capacity of the system as a whole to grow and to provide good instruction. One major conclusion reached is that the present system has the capacity, with proper funding and other resources, to expand its present service level from about 5 million (including corporate-sponsored and college programs) to around 10 million annually.

A third major section of the paper provides a point-by-point assessment of what it will take to expand and refine the present system but also to move beyond that to other forms of service delivery. Among the needs considered are curricular development activities, basic research, planning and management, program goal-setting, and the attributes of effective instruction and instructors. Consistent with other recent findings, Harman sees a need for greater professionalism of the field as a whole and for new providers to enter the picture. He sees a need for much more collaboration among practitioners, planners, and researchers in order to better translate research findings into actual practice. He also examines the increasing role and use of volunteers in the field. While recognizing their continuing importance, he questions whether volunteers will be able to contribute everything that is presently being expected, and he discusses the myth that it is free or low-cost to use volunteers.

Finally, the section ends with a look at the cost implications of a comprehensive and quality national program to address the adult illiteracy problem. Harman estimates that when fully implemented it would take a public and private-sector expenditure in the range of $8-10 billion annually.

The Major Recommendations

The McCune-Alamprese and Harman papers conclude with dozens of recommendations for both public and private-sector action. The main recommendations, consolidated where appropriate, are presented below:

Federal Government

- *Expand funding for the Adult Education Act.* The current system will require hundreds of millions of dollars a year in the short-term, building to a major multi-billion dollar program.
- *Amend existing legislation* to direct funds more effectively toward the provision of literacy services.
- *Expand the technical assistance capacity of the Office of Adult Education.*
- *Underwrite a short-term tutor training program,* ideally to begin this summer. The program could be carried out by colleges, LVA and Laubach staff, and other organizations with a tutor training capacity. In the long run, *create a national center for teacher and supervisory training in adult basic skills.*
- Through the U.S. Department of Education, *prepare immediately two guides for the literacy field.* One should focus on the characteristics of adult learners and the curricular approaches best suited to their needs. The other should address the organizational and administrative aspects of program delivery. Much of the material to be included already exists in a variety of publications, but it needs to be pulled together into a single, simple, and clear format.
- *Establish and fund a national agency [Ed. Note: or reconstitute the Secretary's Initiative on Adult Literacy] to be responsible for improving coordination and cooperation throughout the literacy field, and for nurturing the development of new and existing delivery systems.* To be most effective, the agency should have a substantial granting capacity.
- *Create a national center to coordinate, assess, and guide research and development activities in adult literacy.* At the same time, *expand funding for the literacy research work of present R&D centers.*

State Governments:

- *Expand funding and amend existing legislation* to bring about the more effective provision of literacy services in communities in every state.
- Where none exist, *establish comprehensive planning bodies*—to make legislative recommendations, disseminate information, plan for the development of existing and new literacy services, and assess results.
- Using Section 310 money, *fund the pilot phase of a program to increase the capacity of the national literacy organizations to serve their state and local members.*

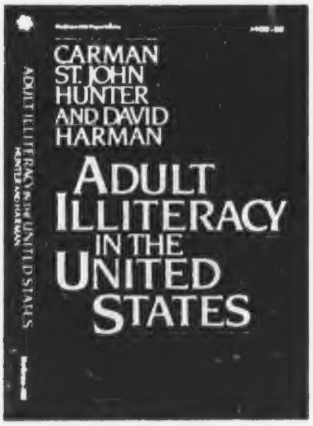
The Private Sector:

- *Provide funds for the operating costs of local and national adult literacy programs and organizations,* with emphasis on multiyear grants that provide an ongoing base of support.
- *Provide in-kind services* to these groups —in the form of space, equipment, furniture, and such professional services as accounting, training, marketing, and fundraising.
- With *grants to research and development organizations,* help develop staff training programs, instructional materials, and assessment and evaluation tools; and support basic research on such issues as the relationship between effective tutor training and teaching.

General:

- *Provide funding to professional associations* interested or involved in adult illiteracy. Among other things, the associations might sponsor training activities and distribute small incentive grants to practitioners in the field.
- *Establish appropriate mechanisms to help assure that the illiteracy issue is kept actively on the public agenda.*

JUST OFF THE PRESS


CARMAN ST. JOHN HUNTER AND DAVID HARMAN
ADULT ILLITERACY IN THE UNITED STATES
ADULT ILLITERACY IN THE UNITED STATES

- *Adult Illiteracy in the United States*, a report to the Ford Foundation by Carman St. John Hunter and David Harman, examines the problem and scope of adult illiteracy and the extent to which existing programs meet the needs of illiterate adults at different educational levels. Stressing the critical importance of providing basic skills in the context of personally-determined goals, the book presents major national program and policy recommendations, with emphasis on community development. Since its publication by McGraw-Hill in 1979, the Hunter-Harman report has become one of the "bibles" of the field and is currently in great demand. As a result, McGraw-Hill has reprinted a new paperback version with a preface added by the authors assessing developments in the field since 1979. Copies can be obtained at $8.95 from the General Sales Division, McGraw-Hill, 1221 Avenue of the Americas, 35th floor, New York, NY 10020 (212) 512-6706.

- *Corporate Classrooms: The Learning Business*, by Nell Eurich of the Carnegie Foundation for the Advancement of Teaching, examines the growing role of corporations as direct providers of higher education. Although concerned with all forms of corporate higher education, the report also discusses company-sponsored basic skills instruction, noting that firms must increasingly provide this training to employees because the traditional educational system has left gaps in their education. While the report recognizes that corporations are compelled to compensate for the unmet educational needs of their workers, it questions whether this trend is good public policy in the long run. The report is available for $8.50 from the Princeton University Press, 3175 Princeton Pike, Lawrenceville, NJ 08648.

- *Business and Education: Partners for the Future*, a publication of the U.S. Chamber of Commerce, urges business leaders at the community and state levels to develop partnerships with adult literacy programs as well as school systems. The publication gives examples of successful business-education ventures with addresses and phone numbers for further details. Copies of the book, Chamber Code #6784, are available at $15.00 each (with discounts for multiple orders) from Robert Martin, U.S. Chamber of Commerce, 1615 H Street, N.W., Washington, D.C. 20062.

- *Illiterate America*, by Jonathan Kozol, award-winning author of *Death at an Early Age*, analyzes the economic and human costs of adult illiteracy which he labels a national disgrace. Kozol discusses previous government action and inaction, the "back to basics" movement, and solutions for combating illiteracy. Among the solutions called for are a massive volunteer action program at the grass-roots level and a multi-billion dollar federal aid plan. Senator Paul Simon notes that, "We have hidden adult illiteracy much as we once hid the problem of mental retardation. Jonathan Kozol's book arrives on the scene at precisely the right moment to help bring this problem out of the closet so that we can meet it head on." The book is available at $15.95 from Doubleday & Company, Inc., 245 Park Avenue, New York, NY 10167.

CORPORATE LITERACY ACTION

As a continuing feature of this Newsletter, BCEL reports on the involvement of business and industry in adult literacy. We do so both to recognize companies already taking a role and to illustrate to newly-interested companies how they can be of help.

Many businesses provide grants, advisory, and other in-kind support to externally-operated adult basic skills programs. Such support usually goes to programs serving the residents of communities in which the businesses have branches. But sometimes the programs serve a state, regional, or even national clientele. Some companies offer basic skills programs for their own employees or directly operate programs to serve community residents, and an increasing number take part in the coalitions and planning bodies that plan for adult literacy. Illustrative examples follow:

GRANTS AND IN-KIND CONTRIBUTIONS

The Atlantic Richfield Foundation explored the adult literacy issue at its annual meeting last summer and subsequently urged local branches to involve themselves in literacy activities in their communities. ARCO branches are already supporting efforts in Philadelphia, Chicago, and Los Angeles, by serving on the boards of literacy programs, making grants to local programs, and urging their employees to volunteer as tutors.

Benton and Bowles is the voluntary advertising agency for the Ad Council's national adult literacy awareness campaign on behalf of the Coalition for Literacy. The agency designed the television, radio, and print media ads that are being used in the campaign. The Vice President of Marketing Communications for the **International Paper Company** serves as volunteer coordinator for the ad campaign.

Capital Cities Communications funded and produced the 1984 television documentary, "Can't Read, Can't Write," presenting the adult illiteracy problem to viewers of 170 U.S. television stations.

The Consolidated Natural Gas Company Foundation recently made a $10,000 challenge grant to the Greater Pittsburgh Literacy Council. Awarded through Consolidated's subsidiary, **The People's Natural Gas Company,** the grant is intended to help the Council expand literacy services in Allegheny County and to develop broad-based support from the private sector. In response to the "challenge," **The PPG Industries Foundation** already has given $2,000 to the Council.

Equifax, Inc., Fuqua Industries, Inc., and other area companies provide financial and in-kind support to Literacy Action, Inc. in Atlanta. Until 1982, this 15-year-old literacy program depended largely on federal funding, but most of its support now comes from private sources. The program recently made a major program change by reducing the use of one-to-one tutorials conducted by volunteer tutors in favor of more small-group instruction by professional, paid teachers. The shift aims to increase the number of learners who can be served while providing a social environment in which learners benefit from peer support.

Exxon Education Foundation, Chemical Bank, Citibank, Mobil Oil, Morgan Guaranty Trust, and **Joseph Seagram's & Sons Fund**

provide funding to Bronx Educational Services, a 13-year-old community-based program in which participants work in small groups to learn beginning-to-intermediate level basic skills. **Equitable Life Assurance Society** printed the program's curriculum, which relates basic skills directly to learners' personal goals and interests. Bronx Educational Services is one of seven outstanding adult education programs recently validated by the U.S. Department of Education as an "educational program that works." Once validated, these programs are eligible for Departmental funding and introduced elsewhere around the country.

The Golub Corporation will be printing promotional messages for Literacy Volunteers of America on shopping bags used in its Price Chopper supermarkets in four northeastern states. **Crowley Foods** will print similar messages for Literacy Volunteers of New York State on milk cartons distributed in New York.

IBM, Mobil Oil, Atlantic Richfield, Equitable Life Assurance Society, Allstate Insurance Company, Kaiser Aluminum and Chemical Corporation, Sears Roebuck and Company, Union Oil of California, Gulf Oil Corporation, ITT, Kellogg Company, Ameron, Inc., and **Adolph Coors Company** provide advisory services to SER-Jobs for Progress, Inc. SER offers basic skills, English-as-a-Second-Language, and job-training and placement services to youth and adults from Hispanic and other minority communities in more than 65 cities.

Mutual Benefit Life Insurance Company helped found The Newark Literacy Campaign, with space for a city-wide literacy conference, financial contributions, participation in Campaign committees, and in-kind legal services. **Prudential Insurance Company** printed the Campaign's stationery, and the **Greater Newark Chamber of Commerce** and **First Jersey National Bank** have helped fund the Campaign. **New Jersey Bell** also has given financial support to the Campaign and is encouraging its employees to serve as volunteer tutors, with tutoring sessions to be held at the company's headquarters in Newark. The company is also represented on the board of Literacy Volunteers of New Jersey, and has encouraged its local representatives to look for opportunities for involvement in their communities.

Pacific Pipeline, a wholesale book distributor in Kent, Washington, recognized International Literacy Day on September 7, 1984, with cash gifts to literacy organizations in the Pacific Northwest. **Pacific Northwest Booksellers Association,** an organization of independent bookstores, sponsored a statewide bookfair at their member stores in February. Ten percent of the proceeds were donated to Washington Literacy.

Philadelphia Newspapers, Inc. and **Subaru of America Foundation** provide funding for Fresh Start 2, a nine-week high-school equivalency program, conducted by school district staff in Philadelphia and neighboring Pennsauken, using city libraries as tutorial sites. **The Philadelphia Saving Fund Society** covered the costs of printing the program's brochure, 200,000 of which were distributed in the **Philadelphia Gas Works'** monthly bills to customers. **The Daily News/Inquirer** printed daily lessons for adults seeking a high school diploma through Fresh Start 2–in a related project also involving school districts, libraries, and the Mayor's Commission on Literacy.

Pittway Corporation Charitable Trust, Northern Trust Company, GATX Corporation, Consolidated Foods Corporation, Walgreen Company, and several other companies have contributed over $35,000 toward Literacy Volunteers of Chicago's 1985 fund-raising goal of $150,000. **AMOCO Food Shops** and other companies are hosting a marathon in May to publicize LV-Chicago in key city neighborhoods and to raise funds. LV-Chicago is planning its [illegible]th annual comic art auction for July with the [illegible] of **Comicon,** a small company which specializes in organizing such events. The auction will sell donated works by nationally-known comic artists.

The Rhode Island Advertising Club contributed $200,000 in in-kind materials and services to the state's 1984 multi-media adult literacy awareness campaign.

INVOLVEMENT IN PLANNING & RESEARCH

Eaton Corporation, TRW, Inc., Ohio Bell Telephone Company, The First National Bank Association, and other companies are represented on the Communications Skills Study Group of Cuyahoga Community College. The Group is preparing a strategy for coordinating adult literacy services in the Cleveland area.

General Motors, Stroh Brewery, J. L. Hudson Co., and other major companies are represented on New Detroit, an urban development organization which is supporting a new city-wide planning effort in Detroit. A kick-off event is scheduled in May, with a proclamation from the mayor and active involvement of the local board of education, libraries, literacy volunteers, the Michigan Adult Literacy Initiative, and others.

The Greater San Antonio Chamber of Commerce is represented on the recently-formed Greater San Antonio Literacy Board. This Board was an outgrowth of an adult illiteracy study done by a local research team with funding from United San Antonio, a development foundation for the city which has representation from local business, government, and voluntary groups. The results of the study were disseminated in meetings sponsored by local businesses and publicity in the San Antonio **Light** and the San Antonio **News.**

The Media Industry Newsletter has been addressing the adult illiteracy problem in its publications to the communications industry. As a result, BCEL is getting numerous inquiries from magazine, newspaper, and broadcasting organizations seeking to better inform themselves and their own audiences.

Scott, Foresman and Co. recently printed a research report of the Business and Industry Unit of the American Association of Adult and Continuing Education on corporate in-house basic skills programs.

DIRECT OPERATION OF LITERACY PROGRAMS

Aircap Industries is working with Itawamba Junior College and the Mississippi Adult Basic Education Department to upgrade the basic skills of employees at its Tupelo plant. Employees attend classes in company space, during regular hours when workloads permit.

Connecticut Mutual Life Insurance Company and **Pratt and Whitney** work with the Business and Industry Tutorial Program of Literacy Volunteers of Connecticut to offer basic skills tutorials to company employees. LV-Connecticut trains employee volunteers who, in turn, serve as tutors in the program.

Milliken Textiles has been working with the literacy council in Spartanburg County, SC, to plan an on-site basic skills program for its employees.

Santone Industries and **Datapoint Corporation** provide basic skills instruction to employees in their San Antonio plants. Santone Industries also gives ESL classes.

Stouffer Foods has for the past two years operated a high-school equivalency program for more than 50 employees at its Gaffney, SC, plant. Cooperating with the state's Office of Adult Education, the program aims to prepare adults to earn their high school diplomas while increasing their chances for job promotion and further education. Other companies in the area, including **Hamrick Mills** and **Timken Bearings,** have established similar programs in their own plants.

Time, Inc. has just announced a national remedial reading program for adults and children, called TIME TO READ. The program, using employee volunteer tutors and Time, Inc. magazines for reading texts, will be piloted this year in New York, Chicago, Charlotte, and a site to be named later. The 1985 goal is to serve 250 students and recruit 100 volunteers. Students will receive a free subscription to **Time** and one other magazine of their choice.

AVAILABLE FROM BCEL

Functional Illiteracy Hurts Business

27 million adult Americans can't read or write well enough to

- fill out a job application
- understand the label on a medicine bottle
- make full use of their native ability to lead productive and satisfying lives
- exercise the responsibilities of citizenship

- *Functional Illiteracy Hurts Business* is a new BCEL leaflet, designed as an aid primarily for local literacy programs in their fund-raising efforts with business. But it may also be helpful to state and national programs and planners, and to the business community. It gives specific suggestions to business on how to help support adult basic skills programs–with grants, planning assistance, and in-kind services. Copies will be provided at no cost.

- *TURNING ILLITERACY AROUND: An Agenda For National Action* is summarized in this Newsletter. The full report is available in the form of two working papers at a cost of $10.00 for the set. Paper No. 1 emphasizes the short-term resource needs of literacy programs and was written for BCEL by Donald McCune and Judy Alamprese under AAACE auspices. Paper No. 2 emphasizes long-term development needs in the field and was written by David Harman, Columbia University. Please send your written order with a check payable to BCEL.

- *Pioneers and New Frontiers* is a BCEL paper on the role of volunteers in combating illiteracy. Written by Dianne Kangisser, former Executive Director of Literacy Volunteers of New York City, it traces the history of volunteerism in the literacy field, discusses the current role of volunteers and the voluntary agencies in the national effort to overcome illiteracy, and assesses the potential and the limits of volunteerism as a solution for the future. A foreword provides practical advice to business on how to help voluntary programs and programs that use volunteers. Copies will be available at $4.50 each in May. Please order in writing and enclose a check payable to BCEL.

The **Business Council for Effective Literacy** is a publicly-supported foundation established to foster greater corporate awareness of adult functional illiteracy and to increase business involvement in the literacy field. BCEL officers and staff interact with literacy programs and planners around the country–continually assessing their activities, needs, and problems–so as to provide responsible advice to the business community on the opportunities for their involvement and funding. BCEL's work is carried out largely through a varied publications and technical assistance program.

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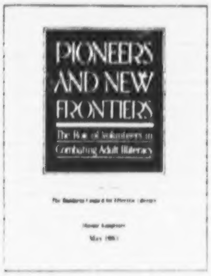
VOLUNTEERS & LITERACY



PIONEERS AND NEW FRONTIERS

The Role of Volunteers in Combating Adult Illiteracy

During the past 25 years volunteers have become a significant force in literacy, and today they are being asked to play a greatly increased role in expanding the nation's literacy services. But will they be able to contribute everything that is expected of them? A new BCEL paper, *Pioneers and New Frontiers*, addresses this and other questions. Written by Dianne Kangisser, former Executive Director of Literacy Volunteers of New York City, it traces the history of volunteerism in the literacy field, discusses the current role and use of volunteers, and assesses both the potential and the limits of volunteerism as a solution for the future. (See p. 8 of this Newsletter for instructions on how to order.)

The paper examines three overlapping periods of literacy volunteerism. The first phase—roughly the late 1950's through the 1960's—saw the creation and evolution of the two voluntary organizations that today are key forces in the field, Laubach Literacy Action and Literacy Volunteers of America. The second phase—the 1970's to the early 1980's—was marked by growth and greater diversification of the system of literacy provision. A variety of new organizations entered the field and along with LVA and Laubach began to provide adult basic skills instruction, most using volunteers in some way. Among these were the federal ABE program, community-based organizations, correctional and religious organizations, and libraries. The report discusses their differing approaches to literacy instruction, their use of volunteers, the number and kind of students they serve, and other aspects of their operations.

According to Ms. Kangisser this period of expansion and diversification paved the way for a third phase of volunteerism which is evolving now. This phase is distinguishable by four new trends: the growing professionalism of the field, changes in the make-up of the volunteer pool and a more varied use of volunteers, the emergence of corporate-sponsored volunteerism, and greater cooperation among the various provider organizations. The report discusses each of these trends in detail. The paper also seeks to dispel two persistent myths that have gained credence in the 1980's. The first is that volunteerism is a panacea, that if somehow enough volunteers could be recruited, the illiteracy problem would be solved. Ms. Kangisser explains that even if the number of volunteers were tripled, this national cadre of tutors would not be large enough to reach the millions of illiterates in need of help. In addition, volunteers have less time to donate now than in the past because of changing employment patterns—with the result that part- and full-time paid staff must be used increasingly in roles that once were filled by volunteers. A second myth is that volunteer programs are preferable because donated time is cost-free or low-cost. The report stresses that while the use of volunteers can be cost-effective, volunteers must nevertheless be recruited, trained, supervised, supplied with teaching materials, and otherwise "supported," all of which is costly.

Ms. Kangisser concludes that the current delivery system is stretched thin and can go no further without additional resources. She points out that recruiting more volunteers will only add to the burden unless the system as a whole receives major new support. And she notes that "making headway will require an enormous effort from the public and private sectors, a commitment of financial resources, and a social climate conducive to educational innovation and risk-taking." ■

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BCEL EDITORIAL

by
Harold W. McGraw, Jr.
Chairman, McGraw-Hill, Inc.
President, BCEL

It is indeed encouraging to observe specific examples of the way the cause of literacy is moving forward around this country. I've had the privilege in this past week alone of seeing three such examples as I met with groups of business people and literacy professionals in Pittsburgh, Newark, and Middletown, Connecticut. In each of those cities they were either preparing to launch a state or citywide literacy coalition or to expand the scope of one already started. And I was further encouraged that each of the segments of the community so necessary to make up a successful coalition was represented—government, education, libraries, voluntary and community-based organizations, and particularly business and industry, for the latter group is also an indispensable ingredient for any such coalition.

Certainly these rapidly developing literacy coalitions are heavily dependent on corporate financial support, but they also very much want and need business people's determined personal participation in the effort and the organizational, planning, communication, and management skills they can bring to bear.

The media are another vitally important ingredient in the battle against adult functional illiteracy. They are strongly supporting the current Public Awareness campaign, and each of the media industries, including books, magazines, newspapers, and public broadcasting, and also manufacturing and printing and paper have been developing and implementing their own programs to increase literacy. Among these efforts are those of the Printing Industries of America whose activities are profiled on page 7 of this issue of our Newsletter. BCEL has invited the chairmen and executive directors of each of the associations to a meeting on July 18th to exchange information on their present and planned literacy activities and to consider ways we could all best cooperate to achieve common goals.

NEWS IN BRIEF

National Ad Campaign Update

The Coalition for Literacy's Ad Council campaign continues to make progress:

- From January to May, 10,156 calls came in on the campaign's national 800 number. Of these, 7,175 came from potential volunteers, 1,838 came from students interested in being tutored, and 48 businesses asked for information about how they might help. At least half of the top 75 television markets, including all three networks, have been showing the TV ads. Twenty major magazines, including *Reader's Digest*, *Time*, and *Newsweek*, have placed ads and 20 more have pledged to carry them. According to the Ad Council, newspaper and radio support is growing. Based on its long experience with running similar campaigns, the Council believes that these preliminary statistics reflect a very positive trend and should improve substantially.
- Warner Communications recently agreed to donate $.05 for every *New World Dictionary* sold from July to December 1985, generating an anticipated revenue of $50,000 for the campaign. And the American Newspaper Publishers Association has agreed to do a special campaign mailing next year valued at several thousand dollars.
- As a form of technical assistance to state and local literacy programs, several Coalition leaflets are available at no cost. They include: *Basics of Public Relations*, *How to Form a Community Volunteer Literacy Program*, *One-to-One Tutoring*, *How to Tutor Without Being Part of a Formal Program*, *Utilizing Volunteers in ABE Programs*, *Tips on Fundraising*, *How to Form a State or Local Literacy Coalition*, and *Literacy—Libraries Can Make It Happen*. To obtain copies write to the Coalition, c/o Information Center, Box 81826, Lincoln, NE 68501 or call 1-800-228-8813.

Update On State Planning

BCEL reported in January on the status of state planning for literacy. Among the many developments since then are the following:

- To complement California's library-based campaign (which so far has received $5.1 million in Library Service & Construction Act funding), Governor Deukmejian has approved a California Alliance for Literacy. When implemented, the Alliance will serve as a voluntary forum for state-wide coordination, public awareness, and research.
- The 36-member Illinois Literacy Council is making a special effort to involve the state's business community in its activities. The Chicago Ad Council will launch a state awareness campaign this summer. And Governor Thompson recently approved $2 million in funding for literacy programs not eligible for ABE funding.
- Since being formed in February by Governor Collins, the Kentucky Literacy Commission has been working with the executive branch and the legislature to strengthen literacy services in the state.
- Most of Maryland's 24 counties have developed responses to the national awareness campaign. Local providers have met regularly during the past two years under the supervision of the State Advisory Committee for Adult and Continuing Education, which Governor Martin has directed to oversee adult literacy planning.
- In mid-May, WQED-TV aired its public-awareness documentary about Pittsburgh's illiteracy problem. To build on the interest generated, WQED and the Greater Pittsburgh Literacy Council sponsored a meeting in June with business leaders in the City.

Library Week Promotes Reading

The American Library Association joined forces with more than 50 national educational, social-service, labor, and business "partner" organizations to promote good reading habits during National Library Week, April 14-20. The theme "A Nation of Readers" was conveyed via ads in national magazines and newspapers, on radio and TV news and entertainment programs, and in the nationally-syndicated comic strip, *Nancy*. The ALA commissioned a series of color posters and bookmarks, for sale at a modest charge, which feature popular entertainers and fictional characters and carry messages aimed at both adults and children. For details about National Library Week contact Elizabeth Stone, Dean Emeritus, School of Library and Information Science, Catholic University of America, Washington, D.C. 20064 (202) 635-5085. To order posters and other material contact ALA Graphics, 50 East Huron St., Chicago, IL 60611 (312) 944-6780, ext. 378 or 235.

AMERICAN TICKET

KCET in Los Angeles is developing a national television series of 26 half-hour programs, called AMERICAN TICKET, that will teach basic skills and English-as-a-Second-Language. Designed for persons 15 years and older, the programs will be geared to school dropouts, functionally illiterate native speakers, and immigrants with poor English-speaking skills. Using a magazine format and entertaining story lines, the series will explore various aspects of American culture while focusing on basic language and life-coping skills, employment and job advancement skills, and motivating viewers to pursue further education. To increase the series' impact, KCET is planning an extensive community outreach effort to involve educational institutions, employers, and other groups. The station will produce guides for teachers and students, as well as video and audio cassettes for use in the home, school, and workplace. Funding is needed for production costs. To help, contact Bonnie Oliver, KCET, 4401 Sunset Boulevard, Los Angeles, CA 90027 (213) 667-9497.

Learning From The Navy

The National Commission on Libraries and Information Science is working with the Department of Defense and local libraries to apply to civilian basic skills programs a pioneering computer-assisted reading approach developed for low-reading level naval recruits by the Navy Personnel Research and Development Center. The project is operating under the federal "technology transfer" law which provides that the findings produced by any federally-supported R&D center be applied in the public sector. The CAI program, conducted at the Enoch Pratt Free Library in Baltimore and the Mary H. Weir Library in Weirton, West Virginia, has proved highly effective and is being evaluated for still further development by Carnegie Mellon University. For more information contact Christina Carr Young, NCLIS, Suite 3122, GSA ROB #3, 7th and D Streets, S.W., Washington, D.C. 20024 (202) 382-0840.

Chicago Forums

To focus attention on Chicago's adult illiteracy problem, the City Colleges of Chicago recently sponsored a series of literacy forums for the general public. The forums, featuring speakers from Chicago businesses, educational agencies, and local and state governments, stress the need for volunteers and publicize the range of programs available to teach adults to read, including free classses at the City Colleges. "Literacy is a team effort," says Peyton Hutchison, Executive Director of the Colleges' Literacy Project. "No one organization can do it alone. The forums are an excellent way of getting information out to the public, but we need a lot more work." Next year the forums will be expanded and held in churches, housing projects, and other community-based organizations. For more information contact Peyton Hutchison, City Colleges of Chicago, 185 N. Wabash, Suite 1119, Chicago, IL 60601 (312) 726-5938.

Legislation For Basic Skills In Prisons

A bill introduced on May 22nd by Senator Arlen Specter (S.1190) calls for legislation requiring the States to assure that prisoners serving a term of two years or more be trained in the basic skills as well as a marketable job skill as a condition of parole.

Visual Aids

A growing variety of videotapes and films are available to the literacy and business communities, mostly for use in public awareness activities but occasionally providing instructional guidance. Two examples follow:

- *Teaching Adults to Read* consists of four 20-minute segments. One shows students talking about their experiences as functional illiterates; the others show the instructional techniques being used by tutors in Project Read classes. Purchase price $150-$350 depending on number of segments ordered and type of format. Contact Project Read, San Francisco Public Library, Civic Center, San Francisco, CA 94102 (415) 621-7323.

- *The Shame of a Nation* is a half-hour presentation of student and staff testimonials on adult illiteracy. Purchase price $375 (discounted 50 percent for nonprofit groups); one-day rental $95. Contact King Arthur Productions, 1278 Glenneyre, Suite 1054, Laguna Beach, CA 92651 (714) 494-2004.

Promoting Literacy In Cleveland

BCEL recently reported that a project at Cuyahoga Community College has been working on a plan to strengthen literacy services in Cleveland. A committee of 37 business executives, lawyers, judges, educators, health and human service professionals, and labor and religious leaders has visited local literacy programs and interviewed hundreds of individuals. Its newly-published report, *A Commitment to Literacy*, proposes a model program and calls, among other things, for the creation of a local Coalition for Literacy to promote public awareness, help set priorities for community action, and identify possible funding sources for programs in the area. A copy of the report is available at no cost from Lily Kliot, Cuyahoga Community College, 1240 Sumner Court, Cleveland, OH 44115 (216) 348-8958.

New Funds For Literacy Among The Elderly

Under Title IV of the Older Americans Act, funds have been made available for demonstration projects to improve basic skills services for older Americans. Open to local providers through their State Agencies on Aging, the program provides grants of up to $45,000, where at least 25 percent of the project costs come from non-federal sources. Preference is given to projects with a commitment beyond the 25 percent minimum as well as plans to obtain private-sector support. Proposals are due in the Regional Offices by July 15 for the $450,000 available this fiscal year. Additional funding may be provided in subsequent years, but the Administration on the Aging has as yet made no future commitment. For more information local programs should contact their State Agencies on Aging while the latter should contact their Regional Program Director on Aging, Regional Health and Human Services Office.

BASIC SKILLS FOR YOUNG PEOPLE

Although BCEL's work is focused on functional illiteracy among adults, many good activities for improving the basic skills of youth also come to our attention and may be of interest to our readers. Following are three such programs.

The American Reading Council, founded in 1976, supports a variety of projects to help youngsters learn to read. Last year the Council launched a national school library campaign to bring renewed attention to libraries as a long-neglected source of reading material for children. The Council also has created two successful demonstration programs that it hopes to replicate nationally. The Friendly Place (El Sitio Simpatico), a community learning center in East Harlem, features a paperback library and low-cost bookstore, a preschool program for children and their parents, and many special-interest clubs. Youngsters who come on released time from neighboring elementary schools to the Book and Game Club have made significant gains in their standardized math test scores. (The Book and Game Club's manual is available from the Reading Council.) The Council's First Reading Program trains New York City school teachers to encourage children aged 3-6 to learn to read with enjoyment and enthusiasm. Based on research by Piaget and others, the program draws on the children's own personal experiences to motivate them and gives them a wide exposure to children's literature.

Reading is Fundamental, established in 1966, works to prevent children from joining the ranks of the illiterate by motivating them to read through a nationwide grassroots network of local book distribution projects. Children choose books to take home, read, and keep at no cost to them or their families. RIF projects involve parents, educators, librarians, business and civic leaders, and provide year-round preschool through high school reading activities. To date, RIF has put more than 65 million books into American homes. RIF also sponsors workshops for parents, public service campaigns, and annual events such as "Reading is Fun" week.

Established in 1984, San Antonio Youth Literacy (SAYL) is an organization of business and community leaders working with the schools to reduce the number of functionally illiterate high school students in the area. Among SAYL's objectives are to create an awareness in the school system of opportunities for self-development and to design programs that provide both the environment and motivation to develop good basic skills. SAYL believes that communication skills are as important to functioning as reading, writing, and math, and gives special emphasis to this aspect of development and to "hands-on" learning. To illustrate, in one project 12 students from Edgewood High School produced a short film about life in San Antonio. They were given six weeks of on-the-job experience at participating businesses and three weeks of film production training at the Learning About Learning Education Foundation. They learned to use video equipment and still cameras, as well as how to interview people and how to present their ideas before a group. SAYL already enrolls some 300 students, most of whom are involved in similar projects.

(For more information about these programs contact: Julia Palmer, American Reading Council, 20 West 40th Street, New York, NY 10018 (212) 730-0786; Ruth Graves, Reading is Fundamental, Suite 500, 600 Maryland Avenue, S.W., Washington, D.C. 20560 (202) 287-3371; and SAYL, c/o Harriet Marmon, Price Waterhouse, One Riverwalk Place, Suite 900, San Antonio, TX 78205 (512) 226-7700.)

THE CASE FOR COMPUTERS

As computers come into widespread use in education, from kindergarten to the university, their role in adult basic education demands attention. Given the large gap between the millions of adults in need of basic literacy skills and the shortage of teachers, tutors, and funds to serve them, the potential of computer-assisted instruction (CAI) clearly needs to be explored. Can computers help to reduce the gap? If so, how? To what extent are they currently being used in adult basic skills programs? For what purposes? With what success? If adult basic education were "computerized," could we affect more people more quickly at equal or lower cost?

BCEL thought it timely to begin looking at these questions, especially as scattered reports from literacy providers relate strong positive experiences with the use of computers. To be sure, problems abound in the field, but the initial evidence does suggest that there is a potent, highly significant role for computers in addressing the distinct needs of adult illiterates.

The Merits

Holding Power. Computers are more than just another tool in the repertoire of instructional technologies. For many users they have a compelling fascination—a "holding power" that makes it difficult to put them aside. Teachers report that children compete for access to them, often staying hours after school to use them. Literacy workers tell of elderly women climbing flights of stairs at a center to practice on them. The appeal of computers is increasing student participation and motivating students to stay with instruction.

Positive Learning Environment. For adult non-literates especially, the computer provides a mode of learning that is untarnished by childlike overtones or the failures associated with their traditional school experiences. The most dramatic results have been with people who have been defeated by other methods and who thus believed that they could not read, write, or learn.

Learning About Computers. Adults who learn basic skills on a computer also learn in the process *about* computers. The operational techniques absorbed as a by-product of instruction become in themselves marketable skills. These adults stand a better change of competing for entry-level word processing jobs and job-training programs.

Enhancing Teacher Productivity. Computers can boost teacher productivity in two ways: by improving the ratio of teachers to students and by performing management chores. When students work on computers by themselves, supplementing work given by teachers, teachers are freed to serve more students and to address the students' personal needs and concerns. With the use of computer-managed instruction (CMI), teachers are twice freed: testing, diagnosing, placing students at appropriate levels of instruction, tracking progress, and record-keeping are time-consuming chores efficiently performed by the machines.

Instructional Effectiveness. Another characteristic of the computer is its ability to engender intense concentration. As interactive instruments requiring response by the user, computers produce a high level of task management and they increase attention span. They also provide individualization, self-pacing, and patience. Their capacity to store and retrieve information permits students to interact with material geared to their greatly varied individual levels and rates of speed, and to receive instant feedback. Computers also can repeat the same question endlessly, react without impatience or irritation, and provide the privacy that protects from embarrassment. These features are especially important for illiterate adults. Finally, CAI programs can offer instruction that otherwise would not be feasible. Combined with interactive videodiscs, for example, they can bring reality to the learning situation. Real-life images and sound can be added to the courseware, making it possible to incorporate vivid examples that show how things being learned fit into the daily lives of students.

Reducing Attrition. Drop-out rates often reflect scheduling conflicts due to job and family duties. With computers available for a portion of the program, rigid scheduling can be eased. If a tutor misses a session or a student has extra time, the student can drop by the literacy center and work independently. This flexibility even makes it possible to offer instruction in locations where teachers are not available at all.

Notable Models

A prime example embodying many of these elements is ABLE, the Adult Basic Literacy/Education program of North Carolina's Central Piedmont Community College. ABLE uses a total of 32 microcomputers at four off-campus learning centers. One is in a shopping mall, another in a neighborhood center, and still another in a mobile van serving church and prison populations. Now in its third year, ABLE has served 1,300 persons. The computerized core curriculum in reading and math rests on the PLATO Basic Skills Learning System developed by Control Data Corporation and the University of Illinois. The curriculum is supplemented by Apple software, print and other media, and work with teachers and tutors. For students at the fourth to eighth-grade reading levels, the computer software constitutes 80 percent of the total instructional package. At these levels, the teacher acts as a guide, facilitating the student's progress through the CAI program. At zero to fourth-grade levels, the weight is on one-to-one tutoring, with the CAI component used for about one-third of the program.

Interior: ABLE's mobile classroom

The results show a clear advantage over the traditional classroom or tutoring situation. ABLE students advance an entire reading grade-level in 20 hours. In contrast, it takes 150 hours to achieve this in conventional adult basic eduction classes at North Carolina's community colleges. "Beyond the actual time saved," notes Central Piedmont's president, Dr. Richard Hagemayer, "consider what it means in terms of incentive. If you're 35 years old with two children, reading at a fourth-grade level, to put in 150 hours you've got to go to a traditional class two nights a week, two hours a night, for 37 weeks. And if you want to qualify for a job training program that requires an eighth-grade reading level, you'd have to go for three years. Compare that with 60 hours."

ABLE administrators credit the success of the achievement rate to the individualization of the program and the intense concentration evoked among students working on the computers.

Another notable model is the U.S. Navy's Wisher-Duffy system, currently being tested at a number of civilian sites, among them the Enoch Pratt Free Library in Baltimore, Maryland, and the Mary H. Weir Library in Weirton, West Virginia. (See News In Brief item, Learning From The Navy.) This system, developed for the navy by cognitive psychologists Robert Wisher and Thomas Duffy, is based on information-processing theories that evolved from research in the 1970's on the nature of the reading process. It improves on presently-available software in significant ways, and has been validated with low-literate naval recruits reading below a sixth-grade level. The recruits improved their reading comprehension in half the time and their vocabulary scores in one-third the time as those conventionally taught, and they retained what they learned about twice as well.

An important pioneering feature of the system is that it enables instructional personnel with no prior knowledge of computers and with a minimum of training to design CAI programs tailored to individual student interests and needs. The "content sensitive" system allows the teacher or tutor to feed the computer any material, in whatever language they please, by simply typing it on the keyboard. In this way the lesson can be tailored to a particular subject of interest to the student—i.e. current events, career or health information, or sports. The lesson can be scaled up or down by using simple or difficult words and shorter or longer sentences. The material is then converted by the computer into a series of exercises which require the student to interact with the step-by-step elements of the reading process.

A major objective of the two library projects is to test the attitudes of librarians and tutors as well as their ability to master the system. After a half dozen orientation sessions totaling 15 hours, library staffs and volunteer tutors, all new to computers, were able to produce their own specifically-targeted programs. The subjects include money management, vocational information, income taxes, driver education, and consumer affairs. Extensive evaluations and further development are being conducted by Dr. Duffy at Carnegie Mellon University.

Extent Of CAI Use

The extent to which CAI has penetrated the adult basic education community is unknown. No data have been systematically collected and there is no central communications network. Fragments of information point to great variation from one literacy-providing sector to another. These range from the virtually non-existent use of technology among the voluntary providers to a very limited use by corrections, job training, and state ABE programs, to the military at the top. Some random examples follow:

- In 1980, more than $70 million was spent by the military for basic skills education and training, with a significant portion for CAI. According to 1984 Department of Defense figures, one-third of all new recruits read at or below the eighth-grade level. These enlistees have to digest information that will enable them to operate and maintain sophisticated, costly, and dangerous equipment. It is no surprise, then, that the military is the most advanced in software and systems development.

- In the correctional system, a 1981 Ford Foundation study found that computer-related learning experiences were available to some 40 of the nation's 600 federal and state prisons. The number is thought to have grown substantially since then. To gather solid data, the Correctional Education Association is about to launch a $200,000 survey of the nation's prisons to determine the extent and nature of computer instructional uses. In addition, between 1984 and 1985, some $1 million in grants to 15 states will have been made by the National Institute of Corrections to enhance or develop such programs.

- In St. Paul, Minnesota, a $1.3 million community CAI program was opened in a walk-in storefront earlier this year. Called TLC for Technology Literacy Center, the program is funded by a consortium of foundations and the St. Paul Public Schools. Among its goals are to train educators and to conduct research on applying the technology to basic literacy instruction.

- Under Section 310 of the Adult Education Act, states are required to spend at least 10 percent of their federal ABE funds for innovative efforts. A review of these activities reveals that in 1984 and 1985, only 17 and 23 states respectively sponsored computer-related basic skills projects. CAI projects made up less than 15 percent of all pilot programs funded. The 1983 and 1984 expenditures for such CAI efforts was less than $250,000 a year. This sum increased in 1985 to over $650,000, and brought with it a shift in emphasis from computer-assisted to computer-managed instruction. Fortunately, these negligible ABE figures do not reveal the entire story. A few states have moved toward more extensive CAI for adult basic skills. Massachusetts, for example, has a statewide plan to introduce computers into its ABE program, and more than half of ABE's learning centers already have them. Other more advanced states are Florida, New York, and the four-state Northwest Consortium of Oregon, Washington, Idaho, and Alaska. In California, Illinois, and Michigan computer technology is part of the adult basic education scene but the prevailing use has been for instructional management.

With so few overall facts available on the state of the art, BCEL consulted experts in the field and asked them to estimate the total extent of CAI usage for basic skills instruction among all literacy providers in the nation. On a scale of one to ten, not a single response exceeded two.

Issues For The Future

What elements impede the wider use of computers to teach adult basic skills?

Hardware. Access to hardware is not the serious barrier that might be supposed. Microcomputers are quickly becoming commonplace in American society. Their growth in the public schools has been explosive, doubling annually since 1981. Of 700 school administrators recently surveyed, 94 percent reported that their students had access to school computers. (Apple had a commanding lead as of 1983 with 49 percent of the school market; Radio Shack at 21 percent and Commodore at 15 percent were the next most popular.) Hardware prices have fallen dramatically. A microcomputer and printer can be bought today for $700 to $1,000 and the median price for a program is presently around $43. Manufacturers, vying for superior position, have donated thousands of machines to school districts, with a market value in the millions of dollars. Some observers believe the razor razor-blade principle may soon apply: manufacturers may give the machines away in order to sell the software.

This does not mean that access is universal. Many populations are still deprived of the opportunity to use computers, especially disadvantaged groups. But this problem can be overcome if there is a will to do so. The Houston Independent School District, for example, runs a program called "Computers Can," which lends for home use 4,500 school computers and then trains parents in their use. The target populations are economically disadvantaged. Another Houston project, "Compu-Buy," lets parents buy the machines at district-negotiated bulk prices and provides a lending library of educational software. The district also cooperates with the local college ABE program, providing adults with nighttime access to its computers. In another example, the Boston Computer Access Council—comprised of representatives from business, education, ABE, job training, and the handicapped—meets monthly to explore ways to facilitate access to the thousands of computers in the city for disadvantaged citizens. The Houston and Boston approaches can easily be adapted elsewhere. And libraries and community organizations have by their nature a capacity to make both computers and computer services available to neighborhood residents.

Software. Far more difficult is the problem of quality software. It is a well known axiom that computers are only as good as the programs that feed them. According to EPIE, the Columbia University Educational Products Information Exchange (which evaluates computer programs for the schools), 60 percent of educational software "is not worth the money." (It is estimated that $20 million was spent by the schools in 1983 for software, with another $110 million spent on educational software for the home.) Most of the material fails to exploit the computer's capacity to develop problem-solving and independent reasoning skills in the user. Drill and practice programs, for instance, make up half the inventory, and tutorials another quarter. These serve a useful purpose for adults learning basic skills, but they do little to foster independence of thought. Simulations and the higher order problem-solving programs represent less than a fifth of the inventory.

More to the point, there are virtually no programs available that have been designed specifically for adult basic education students. PLATO's is the only comprehensive basic skills cirriculum designed for adults, yet even it is not geared to mature persons and their daily lives. The content was designed chiefly for 16-21 year olds and most adult students are much older. The average age of students in the ABLE program is 36. Moreover, a third-grade reading level is required to use PLATO at all, and many adults have a lower level of achievement.

Throughout the field the critical need for appropriate software is stressed over and over again. But program development is extremely costly, and software publishers are either uninformed about the size of the adult basic education market or not willing to risk the investment.

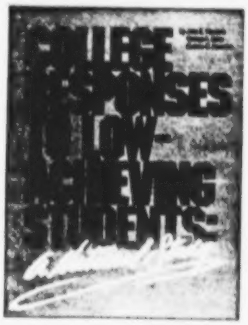
It should be noted that Senator Albert Gore has introduced into Congress a bill calling for establishment of a $150 million revolving fund to support venture capital organizations in developing educational software. It is to be hoped that where the focus is on adult basic skills, researchers, literacy providers, and the software developers will come together to plan needed curricula.

Other Barriers. The other main elements that impede forward movement have to do with prevailing attitudes among educators, lack of training, and poor patterns of communication. Educators are historically resistant to adopting new techniques, and the idea of computers for adult basic skills is not yet sufficiently included in their thinking. Beyond that, professionals need training to be able to work with computers and feel comfortable with them, to evaluate and select software, and to articulate computers with the rest of their instructional program. And volunteers, too, must be involved in these activities. Furthermore, the lack of a central communications network for gathering information about computers in basic skills and for sharing experience leaves practitioners isolated and without support for improving current programs or developing new ones.

The problem of adult illiteracy is too massive to be solvable in traditional ways alone. Most experts agree that to sharply increase the numbers of adults being instructed, as well as to achieve economies of scale in the long run, the use of computers and other technology will be vital. Thus it behooves those interested in advancing adult literacy in the U.S. to investigate further and seek avenues for promoting the greater use of computers. And it should be kept in mind that as computers become more commonly used in adult basic education a goal should be to assure that persons most in need of educational help have access to them. Otherwise, the gap between the "knows" and "know-nots" will be enlarged.

As a next step in exploring some of the issues only touched on in this article, an invitational conference is now being planned that will bring together literacy practitioners in the U.S. who have experience using computers in their programs. The conference, tentatively scheduled for the fall, will be sponsored by the Gannett Foundation with the participation of BCEL, B. Dalton Bookseller, and others. BCEL itself is planning a full-length monograph on computers and adult basic skills to be available by the end of the year.

BOOK REVIEW



More and more high school graduates are so deficient in their basic skills that they are not likely to succeed in college courses without special assistance. Students' lack of proficiency in basic skills, long known to be a concern for black and community colleges, is now a problem also facing even the most highly selective institutions. In fact, this problem has become so serious that the very survival of colleges and universities may depend on how they respond to it.

These are among the conclusions of a 1984 national study, *College Responses to Low-Achieving Students*, by three scholars at the University of Texas in Austin—Professor John Roueche, Director of the Community College Leadership Program, George Baker, Assistant Professor in the Department of Educational Administration, and Suanne Roueche, Senior Lecturer in the Department. This report has just received the 1985 Distinguished Research Publication Award from the Council of Universities & Colleges. Building on a 1977 study (Roueche & Snow) which reported on the services that some 300 colleges offer their high-risk students, the authors surveyed institutions of higher education in the U.S. to determine the extent of illiteracy among their students, how they are responding to the crisis, and what common elements work best in preparing their entering students for college-level work. Some 2,508 surveys were mailed with an overall response rate of 58 percent.

The study divides academic institutions into five basic types: research universities, doctoral-degree-granting universities, comprehensive colleges and universities, liberal arts colleges, and community colleges. In each category, the institutions reported that they provide some basic skills courses and services. However, the extent of their assistance varies greatly, depending on how severe a problem exists at particular institutions. Not surprisingly, public institutions, community colleges, and inner-city institutions have a higher student illiteracy rate than other types and thus provide the most assistance. But one of the most significant findings of the study is that the majority of private and highly-selective institutions reported a major basic skills problem among their students and many are offering some kind of special program to deal with the problem. For example, 67 percent of private institutions reported having basic skills courses for low-achieving students and 62 percent offer counseling and other support services.

One of the report's main sections deals with how the various institutions have organized their delivery of basic skills. For example, how are students' skills assessed? How are the institutions' programs staffed? How are curricula designed? What instructional processes are used? Among other things, the survey found that with the exception of the major research universities, basic skills courses are most often offered within particular departmental disciplines. Moreover, the majority of institutions use full- and part-time paid instructors and counselors and 57 percent offer orientation activities. More appear to be awarding credit for completion of basic skills courses and to be applying that credit toward degree requirements than was the case in 1977. And about half now use some form of diagnostic and exit testing, and an instructional approach where student learning can be self-paced.

According to the authors, for college basic skills programs to be effective, six ingredients are essential: Written policies and procedures must be clearly formulated; students' learning needs must be assessed and identified; learning goals must be specified; programs must be designed to meet those goals; instructors and counselors must be properly trained; and programs must be evaluated carefully to determine their effectiveness. While there are exceptions, most programs are weak in these critical areas or lack such elements altogether.

It is important to note that all categories of institutions reported plans to increase their basic skills programs and services as well as to improve program evaluation and retention. But at at the same time they fear a decrease in the administrative, professional, and counseling positions needed to support these activities. The authors stress that colleges and universities cannot wait for high schools to improve the basic skills of their graduates. They see an immediate need for higher education institutions to recognize their responsibility to accommodate the needs of low-achieving students, who, despite their basic skills deficit, can succeed in college with the right kind of help.

(The report is available at $26.25, including a 5 percent shipping charge, from HBJ Media Systems Corporation, 6277 Sea Harbor Drive, Orlando, FL 32887 (305) 345-3434.)

CORPORATE LITERACY ACTION

GANNETT FOUNDATION

As part of its 50th anniversary activities, the Gannett Foundation has announced a new grant program. $200,000 has been earmarked during 1985 for literary programs serving the 89 communities where the Gannett Company has operations. Half of this sum will go to local LVA affiliates and half to other provider organizations including Laubach, CBOs, libraries, correctional programs, and job-training programs which include basic skills. One-time grants of up to $10,000 are available on a first-come, first-served basis. Applications can be obtained from local Gannett chief executive officers or from the LVA and Laubach national offices in Syracuse.

An additional $100,000 will be used to support the development of computer-assisted adult basic skills programs and to develop projects in which newspapers are used as an instructional tool. As a first step in the computer area, a 1985 conference is being planned to convene representatives from national literacy groups, computer companies, and already-operating computer-assisted programs.

Independently of this new grant program, since 1980 the Foundation has granted some $300,000 for adult literacy programs. One grant of $75,000 supported a computer-assisted program in Forrest County, Mississippi, called Project HELP, in which adult family members work to improve their basic skills and in the process increase the motivation of their children and other family members to learn. And between 1980 and 1984, Literacy Volunteers of America received nearly $100,000 to prepare and distribute a manual which guides tutors in the use of newspapers for instruction.

The Foundation was established in 1938 by the Gannett Company's founder, Frank Gannett. In 1984 its grants and program-related actions totalled over $14 million, promoting at the local and national levels journalism education, volunteerism, and other cultural and social activities including adult literacy.

(For more information contact Christy Bulkeley, Vice President, Gannett Foundation, Lincoln Tower, Rochester, NY 14514 (716) 262-3315.)

PRINTING INDUSTRIES OF AMERICA

The Printing Industries of America, Inc. is an umbrella association made up of firms representing the full spectrum of print and print-related industries in North America, including equipment manufacturers, ink producers, compositors, printers, binders, and others. With from 12,000 to 15,000 member firms represented—many of which are small shops and neighborhood businesses—PIA's membership reaches into almost every American community.

Recognizing the connection between literacy and the print industry, PIA recently approved a plan to increase the involvement of its member companies in the adult literacy issue. Developed by Marcia Horn, PIA's Vice President for Communications, the plan includes two immediate steps: establishing a committee to plan and develop a financial base for PIA's literacy work, and instituting a literacy awareness campaign among PIA members via the industry-wide newsletter, meetings, and other activities.

From these initial steps would grow further PIA involvement at the national association level and among local affiliated companies, including grants to literacy programs at all levels. In-kind assistance may also be provided, including printing of instructional materials, meeting space, development of promotional material, management and financial advice, and volunteer tutoring. PIA members also will be asked to serve as advocates for the literacy cause by speaking out on the issue in trade meetings, joining literacy planning bodies, and providing advocacy print materials. By becoming involved in such activities member companies would be contributing to an important social cause while increasing their own visibility in the community.

(For further information about the PIA effort, contact Marcia Horn, Vice President for Communications, PIA, 1730 N. Lynn Street, Arlington, VA 22209 (703) 841-8155.)

WHAT OTHER COMPANIES ARE DOING

GRANTS AND IN-KIND CONTRIBUTIONS

The **American Can Company** gave recent funding to Project LEARN in Cleveland. **American Greetings Corporation** provided printing services to the program, which also gets support from other Ohio-based companies.

Anheuser-Busch Companies recently made a grant of $26,000 to SER-Jobs for Progress, a network of training centers which provides vocational and basic skills instruction in Hispanic and other communities nationwide.

On April 20, **AT&T** hosted the annual conference of Literacy Volunteers of New Jersey at its corporate headquarters. **McGraw-Hill** is represented on LV-NJ's board and hosted a partnership seminar at which tutors and program staff discussed the opportunities for collaboration with private and public-sector resources in local communities. **Westinghouse Elevator Company** hosted a similar partnership seminar in LV-NJ's northern region, and **Allied Corporation** provided space for a program management seminar for northern New Jersey literacy groups. **John Wanamaker** provided space in its shopping mall for a dinner honoring LV's tutors.

Bell Telephone Company of Pennsylvania and the **UPS Foundation** were among the sponsors of a four-day literacy conference held in May at the University of Pennsylvania. Organized by the University's Literacy Research Center, the conference assembled literacy researchers and practitioners from industrialized and non-industrialized nations for the purpose of sharing information and charting new directions in research.

Century Plaza Theatres rewards the efforts of adults in the Decatur, Alabama ABE program with free theater passes to those with exemplary class attendance.

Doubleday has been contributing to Literacy Volunteers of New York City for several years, and recently donated 1,000 books to Reading is Fundamental. Doubleday's *Illiterate America*, by Jonathan Kozol, is being promoted in part through literacy coordinating bodies around the country.

Exxon Education Foundation, IBM, The Hewlett Foundation, The Annenberg Foundation, McGraw-Hill, New York Telephone, Chicago Tribune Charities, Morgan Guaranty Trust, Tandy Corporation, and **Manufacturers Hanover Trust** are among the companies presently funding the Business Council for Effective Literacy, with grants ranging from $1,000 to $50,000.

The Los Angeles Times has granted $5,000 to the Washington Education Project, which arranges for college students to serve (for college credit) as reading tutors for adults and children across the country.

Random House is providing instructional software to Volunteers of America for use in its computer-assisted literacy project. The project involves retired Americans who volunteer to help literacy programs in some 30 cities under the supervision of the American Association of Retired Persons.

The Reader's Digest Foundation covered the printing costs of the March 1985 issue of "The Reader," LVA's national newsletter.

Southwest Booksellers Association has for the past five years contributed to libraries participating in Project LIFT, Literacy Instruction for Texans.

Time, Inc. recently donated $8,000 to the Association for Community-Based Education to help strengthen the literacy services of ACBE member institutions and CBOs in general.

Waldman Graphics in Pennsauken, New Jersey recently conducted a literacy awareness campaign among its employees, with the result that $800 was donated by some 75 employees to the local Focus on Literacy program.

Young and Rubicam donated staff to help Literacy Volunteers of America prepare a brochure to inform corporate leaders of its major fund development endowment campaign.

PLANNING, AWARENESS, RESEARCH

The American Newspapers Publishers Association is making literacy a higher priority. A group of publishers, Newspaper in Education directors, and literacy representatives met recently to identify ways that individual newspapers can help. In the June 1985 issue of *Presstime*, the Chairman and CEO of ANPA urged members to create employee volunteer tutoring programs, run Ad Council public awareness ads, organize community meetings, create curricula by which nonreaders learn to read using their newspapers, and "adopt" adult basic skills programs in their communities.

Bell Telephone Laboratories, IBM, NBC News, The Times Mirror Company, United Technologies Corporation, Harper and Row Publishers, and other businesses were represented on the Advisory Committee of the *Books In Our Future* project of the Library of Congress. Corporate funding for the project came from **The New York Times Company Foundation, International Thomson Holdings, McGraw-Hill Foundation, Ingram Industries,** and **Book-of-the-Month Club**.

Publishers Weekly devoted its May 24th issue to the topic of adult illiteracy. Articles describe the social and economic effects of illiteracy and what the public and private sectors are doing about it. BCEL President, Harold W. McGraw Jr., is interviewed, and one article highlights what the various regional booksellers associations are doing or plan to do about illiteracy in their home territories.

COMPANY-SPONSORED PROGRAMS

CIGNA Corporation has opened a literacy tutoring center in its Philadelphia corporate offices.

McGraw-Hill, Inc. recently implemented an employee volunteer program at its New York City headquarters in a pilot project that later may be replicated in other company locations. Literacy Volunteers of New York City, the Fortune Society, and Jobs for Youth provide tutor training on company premises and employees have signed up to then assist one of the three programs.

The employees of several members of the **Northern California Booksellers Association** are serving as volunteer tutors in literacy programs in San Francisco. Member bookstores have contributed books to area tutorial programs.

Scott Paper Company began working last fall with the Delaware County Literacy Council in Chester, Pennsylvania to provide volunteer employees and retirees as adult tutors. The program is part of Scott's Employee/Retiree Volunteer Effort (SERVE) which uses a computerized clearinghouse system to match company volunteers with local nonprofit groups.

AVAILABLE FROM BCEL

TURNING ILLITERACY AROUND:
An Agenda for National Action
• Working Paper No. 2 •
NING
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da for
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No. 1 •

• *TURNING ILLITERACY AROUND: An Agenda For National Action* was summarized in the April issue of BCEL's Newsletter. It consists of two working papers on the short- and long-term resource needs of the adult literacy field, and contains recommendations for public and private-sector action. One was written by Donald McCune and Judith Alamprese under AAACE auspices; the other by David Harman of Columbia University. The set of papers is available for $10. Please send your written order with a check payable to BCEL.

• *Pioneers & New Frontiers* is summarized in this Newsletter. Copies are available at $4.50 and should be ordered in writing with an accompanying check payable to BCEL.

• *Functional Illiteracy Hurts Business* is a leaflet designed primarily as an aid for local literacy programs in their fund-raising efforts. It gives specific suggestions to business on how to help support adult basic skills programs—with grants, planning assistance, and in-kind services. Programs can insert their names and addresses on the back flap. The leaflet may also be of direct use to state planners and the business community. Copies are available at no cost for a modest supply, but due to heavy demand there is a small per-item cost for large orders.

• *BCEL Newsletter.* BCEL retains a supply of back issues and copies of any issues will be provided at no cost for up to 24 and at 25¢ per copy thereafter. Newsletters may be reproduced in whole or part without permission but with attribution to BCEL.

NOTES ON ORDERING: **As a small organization BCEL does not maintain a billing system. Thus, where payment is required, a check must accompany your order. Prices are all-inclusive; because BCEL is nonprofit and tax-exempt, tax need not be added.**

The **Business Council for Effective Literacy** is a publicly-supported foundation established to foster greater corporate awareness of adult functional illiteracy and to increase business involvement in the literacy field. BCEL officers and staff interact with literacy programs and planners around the country—continually assessing their activities, needs, and problems—so as to provide responsible advice to the business community on the opportunities for their involvement and funding. BCEL's work is carried out largely through a varied publications and technical assistance program.

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BCEL BUSINESS COUNCIL FOR EFFECTIVE LITERACY

ADULT LITERACY: PROGRAMS · PLANNING · ISSUES A Newsletter For The Business Community

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BCEL EDITORIAL

by
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Chairman, McGraw-Hill, Inc.
President, BCEL

Business support for adult literacy is growing rapidly throughout the country. Nowhere is this more evident than in the print and print-related industries. On July 18 BCEL hosted a meeting of the heads of the American Association of Publishers, the American Booksellers Association, American Business Publications, the American Newspaper Publishers Association, the American Paper Institute, the Book Manufacturers Institute, the Magazine Publishers Association, and Printing Industries of America. Every one of these associations and many of their members have already been showing their concerns about the adult functional illiteracy problem, and the July meeting gave them an opportunity to share their experiences. Each organization has also been developing an industry-wide program to call on the special resources of its members in confronting the illiteracy problem.

Outstanding examples of individual corporate contributions include the Gannett Foundation which has pledged $500,000 in literacy grants for the 50th anniversary of the Gannett Company. The funds will support voluntary literacy programs in communities where Gannett has operations as well as selected projects to develop the use of computers, television, and newspapers for basic skills instruction. Similarly, the Chicago Tribune Charities has taken a leadership role in developing general business support for literacy programs in Chicago and throughout Illinois and has already contributed $70,000 to area programs. The Pittsburgh *Post-Gazette* and the *Kansas City Star* have initiated important programs in their home cities. And the *Los Angeles Times* has done a major study of literacy problems in Southern California and is leading the creation of general business support there.

The American Newspaper Publishers Association, through its Foundation and its Newspapers in Education program, is developing a nationwide effort, including active use of the Advertising Council's public service ads and the use of newspapers as learning materials.

The Magazine Publishers Association has established a special committee on literacy and has made arrangements to give copies of magazines returned from newsstands to Reading Is Fundamental and other literacy programs.

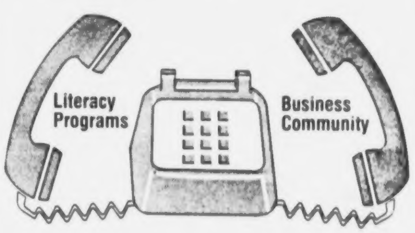
Time, Inc. is providing important funding for the Laubach and Literacy Volunteers of America national offices, and recently launched a national remedial reading program for both adults and children (called "Time to Read") which will utilize their employees and Time, Inc. magazines and other materials for instruction.

Gulf + Western Foundation (owner of Simon & Schuster and Prentice-Hall book publishers) has set aside $500,000 for grants to literacy organizations in 1986. Bantam Books, New American Library, and Warner Books have all pledged their help by making a percentage of their book sales available to literacy programs and by promoting Ad Council ads in their books. B. Dalton Bookseller has an outstanding record, having committed $3 million to literacy efforts over a four-year period. Dalton is giving grants to local literacy programs in those communities where it has bookstores, and is providing national leadership in a good many aspects of the literacy cause. And the American Booksellers Association has been developing a project involving a high percentage of its member stores under the general slogan "Give the Gift of Reading" to encourage contributions to local literacy activities.

Printing Industries of America is adopting a major plan. PIA is currently working to develop greater awareness among its 12-15,000 members and envisions a major national grant program. Similarly, the American Paper Institute is working on a plan to involve its members.

These highly encouraging developments are not limited to the print industries alone. There are increasing signs of involvement from the broadcasting, banking, and insurance industries among others. BCEL will be convening meetings of some of these groups in the coming months and we are also working more and more with the CEOs of individual corporations as well as their contributions officers and personnel directors.

CONNECTIONS



For the past several months, BCEL has been developing information about companies that are willing to receive funding proposals from local, state, and national adult literacy programs and organizations. We are pleased in this issue of our Newsletter to provide information about 32 companies that have either already adopted adult literacy as a specific area of grant interest or told us they are willing to consider proposals from the literacy field.

The information given below has been prepared in cooperation with company contributions officials. In using it, please be aware of three general points: First, in most cases literacy is not a priority at this time; applications will have to be reviewed in the context of other areas of grant interest. Second, overall grant budgets are relatively small in most cases and it will be better to determine in advance how much can reasonably be requested. Third, each company has its own particular ground-rules regarding eligibility, application procedures, the kind of information needed to evaluate a proposal, and the form in which information must be submitted; thus, except where otherwise indicated, an initial phone call or letter of inquiry should be the first step. **(cont'd. on p. 4)**

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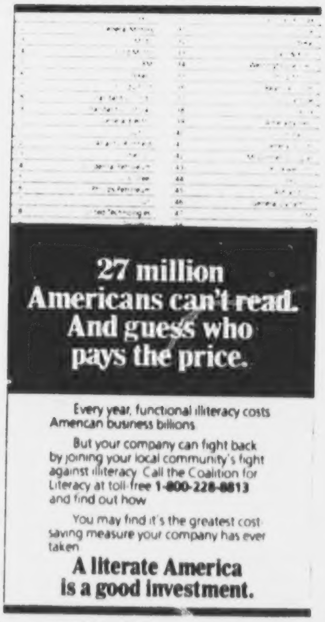
NEWS IN BRIEF



27 million Americans can't read. And guess who pays the price.

Every year, functional illiteracy costs American business billions

But your company can fight back by joining your local community's fight against illiteracy. Call the Coalition for Literacy at toll-free **1-800-228-8813** and find out how

You may find it's the greatest cost saving measure your company has ever taken

A literate America is a good investment.

National Ad Campaign & Business

A main feature of the Coalition for Literacy's national adult literacy campaign is the Ad Council's appeal to the business community. Several print ads (including the one above) have been distributed to over 4,000 business and trade publications, and others have been sent to all 1,700 daily newspapers. By June 1985 (only five months into the campaign) some 501 newspapers had printed one or more ads for an estimated dollar value of $247,430 and by August 9th business press ads had appeared in some 31 major magazines for an estimated dollar value of over $110,000. (Ads for all media elements of the campaign including television and radio have generated about $8 million in space and time to date.) The Ad Council will shortly begin a new round of production and distribution activity, with plans to produce two new business press ads and one new newspaper ad. It will be some months before the new ads are ready for distribution and in the meantime the print media are urged to continue using the present ads. In all of them, businesses wishing to help combat adult illiteracy are advised to call the Coalition for Literacy on its toll-free number (1-800-228-8813) for information on national and local activities in need of their support. BCEL will also be glad to provide information and guidance to the business community.

The Launching of LITNET

LITNET, a national computer information system developed by the federal Adult Literacy Initiative, will begin operating this month. Designed to increase communication among individuals and organizations concerned with adult literacy, LITNET will provide up-to-the-minute data about literacy programs and practices, funding sources, legislative developments, federal activities, business and industry efforts, technology innovations, research and development activities, literacy services for special populations, and media literacy projects. LITNET services will include 24-hour electronic mail, bulletin boards, and computer conferencing. The system will incorporate information from local and regional computer networks, including READNET, a project of the Mayor's Commission on Literacy in Philadelphia. In order to join LITNET, users must have access to a computer terminal equipped with an asynchronous 300 or 1200 baud telephone modem. Basic costs include a one-time set-up fee of $25 and user charges ranging from $4 to $14 an hour depending on the time of day, the systems being used, and the place from which the call is made. Special rates are available for groups of users. For more information contact The Adult Literacy Initiative, LITNET, 400 Maryland Avenue, S.W., Room 4145, FOB6, Washington, D.C. 20202 (202) 472-9020.

Gannett Computer Conference

A nationwide network to help literacy groups share vital computer-tutoring methods is expected to emerge from an invitational conference funded by a $62,000 grant from the Gannett Foundation. Some 50 literacy professionals from around the nation will attend the "Adult Literacy and Computers" conference on November 21 and 22 hosted by the Technology for Literacy Center of St. Paul, Minnesota which is coordinating the event. Helping the Center plan the conference is an advisory committee including Christy C. Bulkeley, Vice President, Gannett Foundation; Robert Clausen, Director of Community College Instruction, Oregon Department of Education; Jean Hammink, Literacy Specialist, B. Dalton Bookseller; Ellen Lippman, Program Coordinator, New York City Literacy Assistance Center; and Ruth Weinstock, Consultant, Business Council for Effective Literacy. For further information contact Terilyn Turner, Manager, Technology for Literacy Center, 580 University Avenue, St. Paul, MN 55103 (612) 222-4464.

Assessing Literacy in Young Adults

The National Assessment of Educational Progress, a congressionally mandated project funded by the National Institute of Education, is carrying out a national survey of the basic literacy skills of young Americans. In the spring of 1985 they began screening some 40,000 households to identify a nationally representative sample of between 3,600 and 5,000 young adults aged 21-25 and several hundred out-of-school 17-year-olds. The project will gather information on the background and demographic characteristics of the target population including the environments in which they grew up, their early language experiences, education and training, job status and aspirations, current reading and writing practices, and community involvement. The study will use simulation tasks to draw a profile of literacy skills and in-home interviews to assess proficiency in spoken English. Among the questions to be investigated are: what are the various levels and types of literacy achieved by different groups and what is the relation between literacy performance and time spent reading and writing at home and on the job?

The findings, due in the spring of 1986, are expected to be used for economic development, educational planning, and practical programs to improve literacy. For further information contact Irwin Kirsch, NAEP Adult Literacy Project, CN 6710, Princeton, NJ 08541-6710.

American Reading Council Pilots Adult Program

Well known for its programs to motivate children to read, the American Reading Council (ARC) recently launched a six-month pilot program, in conjunction with an East Harlem religious organization, to help mothers who read below the fifth-grade level. Based on the philosophy and techniques of Brazilian educator Paulo Freire, the program brings together women of similar backgrounds and concerns and uses transcripts of their discussions to develop basic text materials. ARC wants to "help break the cycle of illiteracy" by teaching mothers who in turn will become able to help their own children read and write. ARC has been sharing its experience in this project with other adult education groups around the country. Funding for the effort was provided by the City of New York. For more information contact Julia Palmer, Executive Director, American Reading Council, 20 West 40th Street, New York, NY 10018 (212) 730-0786.

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In The States

- A statewide conference of Ohio literacy groups in June has led to formation of the Ohio Literacy Network, a mechanism for coordinating the activities of major providers. A Board of Education task force is being formed to develop recommendations on needed literacy action, and the state legislature has approved a 171 percent increase in funding for adult basic education over the next two years, bringing its annual appropriation to $7.5 million. Skillful lobbying by adult educators is credited with convincing legislators of the importance of the funding increase.
- As a result of work by the Oklahoma Literacy Coalition, local literacy planning councils have now been established in some 50 locations. The Coalition's new Business Advisory Council is helping to develop appeals for wider business involvement and the local councils are receiving guidance on how to work with businesses in their areas.
- Since February, the Kentucky Literacy Commission has concentrated on drafting new adult literacy legislation. The legislature recently approved funding for the Commission's staff and appropriated $735,000 for literacy programs in 1987 and 1988 in addition to $1.1 million in new funds allotted to the state's ABE program. This month the commission will hold a meeting for business leaders under the sponsorship of Ashland Oil Foundation and Humana, Inc., and featuring BCEL President Harold W. McGraw, Jr. as the keynote speaker.
- In Bridgeport, Connecticut, Mayor Leonard Paoletta has appointed a 13-member Commission on Literacy to develop programs for addressing the adult literacy problem there. Initial activities will focus on readers fluent in English, with programs for non-English speakers to be developed later. In announcing the Commission the Mayor noted the need to be aggressive in taking on the illiteracy problem and he hoped that Bridgeport's program would serve as a model for other cities.

CPB Funds Public TV Task Force

WQED in Pittsburgh has received funds from CPB for a new PBS Literacy Task Force whose purpose is to develop and coordinate new television projects in adult literacy. Ten major PBS stations and state networks make up the task force including KCET in Los Angeles, KCTS in Seattle, WNED in Buffalo, and the state systems of Connecticut, Kentucky, Mississippi, Nebraska and South Carolina. The first meeting of the task force was held on June 23-25. For more information contact Margot Woodwell, Station Manager, WQED, 4802 Fifth Avenue, Pittsburgh, PA 15213 (412) 622-1320.

Confronting Illiteracy in Canada

Recent reports indicate that Canada has as serious an illiteracy problem as the U.S., but there is no national program to address it. Each province is responsible for its own literacy activities, and interest in literacy varies from region to region. To help develop national leadership and commitment, Janet Turnbull, Vice President of Seal Books, and John O'Leary, Director of Development at Frontier College, are working to establish national bodies patterned after BCEL and the Coalition for Literacy. To this end, they met several months ago with business and literacy groups in the U.S. Since then a new national Business Task Force on Literacy has been formed, including Gulf of Canada, McCann Erickson, and the Retail Council of Canada. Start-up funding for the Task Force has been provided by Gulf of Canada.

Visual Aids

- *Can't Read, Can't Write*, a one-hour TV documentary hosted by Johnny Cash and produced by Capital Cities Communications, can be purchased for $500 or rented for $28.50 a week. If interested, write to University Film Center, University of Illinois, 1325 S. Oak Street, Champaign, IL 61820, or phone (800) 252-1357 (in state) or (800) 367-3456 (out of state).
- *The Pride of Jesse Hallam*, a 98-minute feature film about an illiterate man from Appalachia (played by Johnny Cash) can be rented or leased by educational organizations that do not charge admission fees to the public. It is available in ½" or ¾" videotapes and 16mm print. Contact Debbie LeVine, Telepictures Corporation, 15303 Ventura Blvd., Sherman Oaks, CA 91403 (818) 986-3600.

THE ROAD BACK

Thanks to a pioneering education program started by the Safer Foundation in Chicago in 1972, some 45,000 former ex-convicts and juvenile offenders are on the road back to productive roles in society. Safer is convinced that money invested in its program is well spent. Recent findings indicate that only 16 percent of their students return to a life of crime compared to 41 percent of the released prisoner population at large.

The key elements of Safer's education program are job training, basic skills instruction, employment and drug abuse counseling, high school equivalency preparation, and positive value reinforcement. Currently over 6,000 men and women are involved in one or more elements of the program. Ex-prisoners coming to Safer are first evaluated to see what services they need. About 400 each year are given formal basic skills instruction and some 20 percent acquire their high school diploma. The average gain from the basic skills instruction is reported to be one school year.

All Safer students receive a small daily stipend for their efforts. Youth in the Troubled Adolescent Program get $5 a day; those 17 and older get $4 and two bus tokens. One way the program fosters discipline is to require students to punch in daily on a timeclock, and if they are frequently late their stipend is reduced.

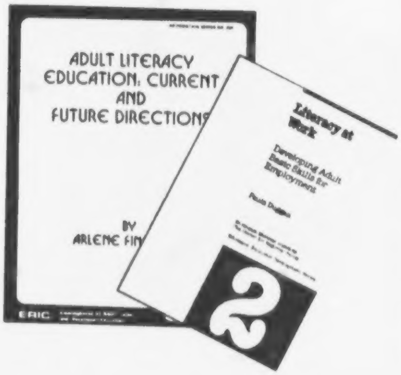
At the end of their educational program, students join a "job club" to look for employment. Safer helps with placement through its continual contacts with potential employers. Since 1976 some 60 percent of the students have been placed in jobs, and others have gone on to college or vocational school.

Barbara Bush, national spokeswoman for adult literacy and a member of BCEL's board, recently visited the program to observe its progress and offer encouragement. She noted that programs like Safer's, which teach people to read and write and get jobs, save much higher costs in the long run.

The Safer Foundation program operates in five cities in Illinois and Iowa with a staff of 102 including dozens of specialists in the several program areas. A number of businesses are represented on the Safer board.

(For more information contact Raymond D. Curran, Executive Director, Safer Foundation, 10 South Wabash, Chicago, IL 60603 (312) 726-9200.)

BOOK REVIEW


ADULT LITERACY EDUCATION: CURRENT AND FUTURE DIRECTIONS
BY ARLENE FIN
ERIC
Literacy at Work
Developing Adult Basic Skills for Employment
Paula Duggan
2

- *Literacy at Work*, a report by Paula Duggan of the Northeast-Midwest Institute's Center for Regional Policy in Washington, D.C., contends that programs to improve literacy also increase employment and productivity. The second in a six-volume series designed to promote stronger education-economic ties in the Northeast and Midwest, the report identifies specific steps that businesses, education, and public policymakers can take to define literacy standards and raise basic skills levels. Because these regions of the country have a disproportionately large share of the long-term unemployed, Duggan maintains that leadership from the education community and the private sector is indispensable to state and local economic revival.

The report describes the dimensions of the problem, citing in particular the case of dislocated workers who have lost their jobs and need to upgrade their reading, writing, and basic math skills before they can even start training for more complex jobs.

Duggan makes nine specific recommendations on how businesses can respond to illiteracy. These include identifying the literacy requirements of current and future jobs, conducting employee basic skills programs, undertaking contracts with educational institutions and community-based organizations, becoming involved with secondary-school planning efforts, and using their political power to influence public funding and policy development. Among Duggan's suggestions for educational institutions are providing basic skills instruction, making remedial activities relevant to participants' job goals, and using competency-based programming to make educational services attractive to dislocated workers and other adults. The report also proposes steps that state and federal government can take to address the illiteracy problem. For example, state legislatures should assure adequate appropriations for adult literacy programs, and policymakers in Congress and the executive branch should make adult literacy a national funding priority.

For a copy of the report, send $5 plus $2 for shipping to the Publications Department, Northeast-Midwest Institute, 218 D Street, S.E., Washington, D.C. 20003.

- *Adult Literacy Education: Current and Future Directions*, by Arlene Fingeret of North Carolina State University, examines the approaches of "individually-oriented" and "community-oriented" adult literacy programs in the U.S. today. Ms. Fingeret discusses how different definitions of literacy, the nature of the reading process, characteristics of illiterate adults, the purpose of basic skills education, and the role of teachers have helped shape each of these two approaches.

The report defines individually-oriented programs as those focused primarily on mainstreaming individuals into middleclass society. They tend to attract people who are able to seek them out and to regard housing, employment, and other life issues as secondary to teaching reading skills. Fingeret considers Laubach, ABE, and Literacy Volunteers to be examples of individually-oriented programs. The majority of their instructors are trained to teach basic skills and are employed part-time or used on a voluntary basis. Teaching materials and the teaching approach are generally determined by the instructors, administrators, or textbook publishers.

Community-oriented programs tend to be geared more to the needs of specific ethnic and cultural groups and their common concerns about such issues as improved health, housing, or jobs. They tend to serve the economically and socially disadvantaged, and their basic skills are usually taught in the context of practical social problems facing the participants. Instructors are selected more for their ability to interact with a group than for their teaching skills. Student input is considered very important, and commercially-prepared texts are not favored.

One of the report's several recommendations is to place much greater emphasis on community-oriented efforts.

The report costs $5.50 and is available from the National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090, 1-800-848-4815.

CONNECTIONS

(cont'd. from p. 1)

In shaping your approach, keep in mind that business men and women already know what is good for their business; they want and need to know is what is good for their communities or for the nation. Moreover, potential business supporters are busy people called upon to assist many other worthy causes. So it will enhance your case to be well-prepared, organized, and clear in your initial and follow-up communications with them.

Bank of New England N.A.

The Bank already funds some literacy programs in the Boston metropolitan area and is willing to consider requests from other Boston-area literacy organizations and programs. Among the Bank's broad areas of grant interest are community education programs which prepare young people for employment, college and university projects which target previously underserved populations and include job training, and community-service programs which focus on underserved population groups. In the last area, special attention is given to the long-term impact of a proposed activity on the community and the program's potential for helping people to help themselves. Highest priority generally is given to one-year projects, program operating costs, programs with a proven track record, and efforts which demonstrate that the Bank's funds will leverage other resources. Awards to successful applicants usually range in size from $1,000 to $15,000 with the average being $2,500. For detailed guidelines on how to apply write to the Public Affairs Department, Bank of New England N.A., 28 State Street, Boston, MA 02109 or phone (617) 742-4000.

Beatrice Foundation

The Foundation recently adopted adult literacy as a special area of grant concern. It will consider proposals from national and regional literacy organizations and local programs serving the company's Chicago home region and other communities where Beatrice subsidiaries have operations. Among the Foundation's interests in literacy are public awareness activities, programs to improve access to computers for minority populations, and joint or cooperative programs with Beatrice operating companies in which company employees become involved as volunteers in literacy training. An Employee Matching Gift Program and a Volunteer Dividend Fund encourage company employees to donate funds and volunteer services to programs. All grants will be made for specific projects and purposes rather than general operating expenses. Proposals must be received by the 15th of February, May, August, and November to be considered at quarterly board meetings. For a list of company communities and grant guidelines, write to the Executive Director, The Beatrice Foundation, Inc., Two North LaSalle Street, Chicago, IL 60602.

Black & Decker Mfg. Co.

Local and national programs which most benefit the company's plant communities will be considered on a bi-monthly basis by the Corporate Contributions Committee. For grant guidelines and plant locations contact Charles L. Costa, Secretary, Corporate Contributions Committee, Black & Decker Mfg. Co., 701 East Joppa Road, Towson, MD 21204.

Boston Globe Foundation

The Foundation can consider adult literacy programs in the Boston area and in some cases more general literacy programs. The staff has responsibility for evaluating all grant requests and for making recommendations to the Board of Directors. All funding decisions are made by the Board. Requests may be submitted at any time and three months should be allowed for staff review and evaluation. For information on specific application guidelines write to George Collins, Executive Director, The Boston Globe Foundation, Boston, MA 02107 or phone (617) 929-2895.

Bucyrus-Erie Foundation

The Foundation will consider proposals from adult literacy programs serving the communities where Becor Western, Inc. and its subsidiaries have operations. These are: City of Industry CA, Everett WA, and Jamestown ND (Western Gear Corp.), Cicero IL (Brad Foote Gear), Pittsburgh PA (Pittsburgh Gear), and South Milwaukee WI (Bucyrus-Erie Company). All company giving occurs through the Foundation. It is recommended that applicants first send a one- to two-page letter, generally describing the activity for which funding is sought, to Dennis Strawderman, Manager, Bucyrus-Erie Foundation, Inc., Box 56, South Milwaukee, WI 53172.

Chicago Tribune Charities

Under a program begun in August 1984, the Charities will consider applications from Chicago-area literacy programs. For further information, contact Nicholas Goodban, Executive Director, Chicago Tribune Charities, 435 N. Michigan Avenue, Chicago, IL 60611 or phone (312) 222-4300. (See BCEL Newsletter, January 1985.)

Connecticut Mutual Life Insurance Co.

This company makes grants to programs serving low-income and other underserved people in the Hartford CT area, especially programs in which company employees are active. Programs using innovative approaches, promoting public-private cooperation, or aiming to improve job opportunities for underemployed persons will be given special consideration. For more information write to Astrida R. Olds, Manager, Corporate Responsibility, Connecticut Mutual Life Insurance Co., 140 Garden Street, Hartford, CT 06154 or phone (203) 727-6500.

Contran Corporation

With education and community/civic improvement as two areas of special grant interest, Contran will consider proposals from literacy programs serving adults in the Dallas region and the state of Texas. Grants are generally in the range of a few hundred to a few thousand dollars. For grant guidelines write to Lisa K. Simmons, Director, Corporate Communications, Contran Corporation, 4835 LBJ Highway, Suite 600, Heritage Square, Dallas, TX 75234.

Corning Glass Works Foundation

Community-service programs based in Corning Glass Works plant communities are a major focus of Foundation giving, and grants are made occasionally to national organizations. Within this general context, literacy programs will be considered. For a list of plant communities and application procedures contact Kristin Amylon Swain, Program Manager, Corning Glass Works Foundation, Corning, NY 14831 or phone (607) 974-8719.

CPC International, Inc.

The company will consider proposals from literacy programs serving northern New Jersey. For application guidelines write to Joseph R. Ellicott, Manager, Community Relations, CPC International, Inc., PO Box 8000, International Plaza, Englewood Cliffs, NJ 07632.

B. Dalton Bookseller

In September 1983 the company announced a four-year, $3 million program of grants to literacy programs and organizations. While the focus of giving is on communities in which the company has bookstores, some grants are made to state and national organizations. For more information contact Jean Hammink, B. Dalton Bookseller, 7505 Metro Boulevard, Minneapolis, MN 55435 or phone (612) 893-7600. (See BCEL Newsletter, Sept. 1984.)

Emery Worldwide

National and local non-profit literacy organizations will be considered. Preference will be given to activities serving the communities where Emery has operating branches. Keep in mind that smaller branches have smaller funding budgets than those located in larger urban areas. Each branch makes its own funding decisions. Applicants representing local literacy programs should apply directly to the Office Manager of the local Emery office (consult your phone book to determine if a branch is located in your area), and national organizations should apply to Barbara C. Graves, Manager of Communications, Emery Worldwide, Executive Offices, Wilton, CT 06897.

Frito-Lay, Inc.

Once a month, the company's Contributions Committee will consider proposals from literacy organizations serving the 22 communities in which the company has major operations: Beloit WI, Canton OH, Casa Grande AZ, Chamblee GA, Charlotte NC, Council Bluffs IA, Dallas TX, Frankfort IN, Jackson MS, Killingly CT, Kirkwood NY, Louisville KY, Lubbock TX, Muncy/Williamsport PA, Orlando FL, Pulaski TN, Rosenberg TX, Salisbury NC, San Antonio TX, Topeka KS, Vancouver WA, and Wooster OH. Education, voluntarism, and community service are areas of special grant interest. For grant guidelines write to the Manager of Community Relations, Frito-Lay, PO Box 660634, Dallas, TX 75266-0634.

Gannett Foundation

The Foundation's budget for adult literacy activities has been increased to $500,000 for the current year, divided as follows: $100,000 for projects to increase the use of computers, public television, and newspapers in adult literacy efforts, and $400,000 for local projects serving Gannett Company operating communities. For more information contact Christy Bulkeley, Vice President, Gannett Foundation, Lincoln Tower, Rochester, NY 14514 or phone (716) 262-3315. (See BCEL Newsletter, July 1985.)

(cont'd. on p. 6)

CONNECTIONS (cont'd. from p. 5)

Grace Foundation, Inc.

The Foundation will consider proposals from literacy programs that are national in scope. Local programs based in communities where W. R. Grace & Co. has facilities should apply directly to the community affairs offices of those branches. To determine if a branch operates in your community, check your local phone book. For more information write to William A. Baker, Vice President, Grace Foundation Inc., Grace Plaza, 1114 Ave. of the Americas, New York, NY 10036.

Grumman Corporation

Grumman presently supports only voluntary literacy programs in New York State (Nassau and Suffolk Counties) and Florida, by providing employee tutors and/or financial contributions. However, the company's Employee Contributions Council might be willing to consider future support for national organizations or programs in other plant communities. Address inquiries to Sharon G. Grosser, Manager, Community Support Programs, Grumman Corporation, Bethpage, NY 11714 or phone (516) 575-3254.

Harper & Row Publishers, Inc.

At its regularly-scheduled meetings, Harper & Row's Contributions Committee will consider proposals from literacy programs at the local, state, and national levels, with special attention to those serving the communities where the company maintains operations. The company also has an employee matching gifts program for secondary schools and colleges in which donations made by an employee, up to $1,500, are matched. The latter program may be appropriate for adult basic skills programs operated by these institutions. For application guidelines and plant locations, contact Eileen Roper Ast, Director of Corporate Communications, Harper & Row Publishers, 10 East 53rd Street, New York, NY 10022.

The HCA Foundation

Although the bulk of its giving goes to health-related programs, the Foundation also has broad interests in the areas of education (including literacy) and in programs promoting self-sufficiency for economically- and socially-disadvantaged persons. It will consider proposals from literacy programs serving Tennessee (particularly middle Tennessee) and from national programs. For grant guidelines contact Ida F. Cooney, Vice President, The HCA Foundation, One Park Plaza, Nashville, TN 37202-0550 or phone (615) 327-9551.

Houghton Mifflin Company

Houghton Mifflin has a special interest in the illiteracy problem and will consider literacy programs in the Boston area. To a lesser extent it can also consider selected national efforts. For application guidelines, contact the Communications Department, Houghton Mifflin Company, One Beacon Street, Boston, MA 02108 or phone (617) 725-5000.

Iowa-Illinois Gas and Electric Co.

The company will consider proposals from literacy programs serving the state of Iowa and, in particular, its service areas of Fort Dodge, Ottumwa, Iowa City, and Cedar Rapids. It will also consider programs serving the Quad-Cities area of Iowa and Illinois. For grant guidelines contact John C. Decker, Secretary and Treasurer, Iowa-Illinois Gas and Electric, 206 East Second Street, Davenport, IA 52808 or phone (319) 326-7038.

The Marine Corporation

Literacy is not a primary interest, but The Marine Foundation, Inc. will consider proposals from literacy groups serving the Milwaukee WI area. Grants are usually limited to modest sums. For grant guidelines contact The Marine Foundation, Inc., 111 East Wisconsin Avenue, PO Box 481, Milwaukee, WI 53201 or phone (414) 765-3000.

Midland-Ross Corporation

The company's Foundation Committee will review proposals from literacy programs in the 30 communities in which Midland-Ross has manufacturing facilities. For a listing of the communities, interested parties are advised to review the company's annual report available in most libraries. For additional information and application guidelines, write to Edward C. Gendron, Vice Chairman, Midland-Ross Corporation, 20600 Chagrin Boulevard, Cleveland, OH 44122 or phone (216) 491-8400.

Penn Mutual

The Penn Mutual Life Insurance Company will consider proposals from literacy programs serving the Philadelphia area. For grant guidelines contact Roseanna M. D'Alessandro, Penn Mutual, Independence Square, Philadelphia, PA 19172 or phone (215) 625-5935.

Sara Lee Foundation

With broad interests in programs for the economically disadvantaged, underprivileged, or handicapped, the Foundation will consider proposals primarily from literacy programs serving the Chicago area. (Direct corporate giving is decided separately and at the local level by the company's various operating divisions; contact the divisions directly regarding their possible interest in literacy.) For information on Sara Lee operating communities and on the Foundation's application guidelines contact Gretchen R. Reimel, Coordinator of Community Relations, Sara Lee Foundation, Three First National Plaza, Chicago, IL 60602-4260 or phone (312) 558-8515.

Scott Paper Company Foundation

Literacy programs serving the 15 communities in which Scott Paper has operations can direct proposals to the public affairs offices of the respective plants. Local plants in turn make recommendations to the Foundation. Preference will be given to programs directly serving the needs of the community, specific projects rather than general operating expenses, and programs for the disadvantaged. For a listing of plant communities write to Cynthia D. Giroud, Manager, Corporate Social Investment, Scott Paper Company Foundation, Scott Plaza, Philadelphia, PA 19113 or phone (215) 522-5000.

Steelcase, Inc.

Proposals will be considered from literacy programs serving communities where the company has operations. Most company giving is to groups in the Grand Rapids MI area, but other areas are Asheville NC, Tustin CA, and Athens AL. Preference goes to programs in which company employees are volunteers. For grant guidelines for Grand Rapids MI contact Clifford O. Boyce, Vice President, Community Relations, Steelcase, Grand Rapids, MI 49501. For other Steelcase communities contact the local plant managers.

Subaru of America Foundation

Although education is not presently a major area of grantmaking, the Subaru of America Foundation is interested in the illiteracy problem and will consider proposals from literacy programs (for generally small sums) serving the locations where Subaru plants operate: Pennsauken NJ, West Palm Beach FL, San Antonio TX, Savage MD, West Sacramento CA, Irvine CA, and Garden

Grove CA. Subaru has a strong interest generally in programs which help minorities, women, and handicapped persons develop skills to improve their opportunities in society. For specific application guidelines write to Denise L. Middleman, Administrator, Subaru of America Foundation, 7040 Central Highway, Pennsauken, NJ 08109.

Tandy Corporation/Radio Shack

Most of the company's contributions go to groups in the Fort Worth TX area, with occasional support going to national organizations which provide broad-based support in education, health and welfare, and the arts. For application guidelines write to Loyd L. Turner, Vice President, Tandy Corporation/Radio Shack, PO Box 17180, Fort Worth, TX 76102 or phone (817) 390-3700.

Tektronix Foundation

Tektronix corporate giving focuses on programs and organizations in Oregon and Southwest Washington. For information and application guidelines write to Tom Williams, Administrator, Tektronix Foundation, PO Box 500, Beaverton, OR 97077 or phone (503) 643-8146.

Tenneco, Inc.

Tenneco will consider proposals for adult literacy programs in Houston TX, particularly those in which company employees serve as volunteers. For more information write to John G. Wood, Mgr., Corporate Community Affairs, Tenneco, PO Box 2511, Houston, TX 77001 or phone (713) 757-3678.

Weyerhaeuser Company

Weyerhaeuser will consider adult literacy programs serving the communities where the company has major operations. The company is especially interested in programs concerned with community improvement and activities of special importance to the forest products industry. For grant application guidelines write to Ken Miller, Director, Region and Industry Programs, Weyerhaeuser Company, Tacoma, WA 98477.

Zoecon Corporation

The majority of Zoecon's contributions are to local organizations recommended by company employees who are personally involved in their activities. For information about company communities and application procedures, write to David Grant, Chairman, Contributions Committee, Zoecon Corporation, PO Box 10975, Palo Alto, CA 94303 or phone (415) 857-1130.

CORPORATE LITERACY ACTION

GULF + WESTERN FOUNDATION

Each year the Gulf + Western Foundation selects a different social problem as the focus of its Major Awards Program for the year. Begun in 1982, the Program has focused on problems of the aging, parent education, alcohol and drug abuse education, and chronically ill children and their families.

For 1986 the Program has targeted adult illiteracy as its major concern, allocating $500,000 for support of literacy programs and organizations. The Foundation has been soliciting proposals for the past few months with an application deadline of October 3, 1985. In December, up to 20 of the most promising applicants will be asked to present additional information, finalists will be selected, and site visits will be arranged. Awards will be announced in June 1986.

WHAT OTHER COMPANIES ARE DOING

The Alcoa Foundation, The Pittsburgh Foundation, and **The Heinz Company Foundation** have funded "Beginning with Books," a program providing reading materials and guidance to 1,000 families in the Child Health Conferences sponsored by the Allegheny County (PA) Health Department. The project is one of many around the country aimed at the problem of "intergenerational transfer" of illiteracy from non-reading parents to their children. In these projects parents are encouraged to read to their children and otherwise communicate the importance of reading to them and, where needed, the parents themselves get remedial help.

Bally's Park Place Casino Hotel supports a joint literacy project of Literacy Volunteers of southern New Jersey and the Atlantic Community College with financial contributions and employee volunteer tutors.

Barnes & Noble Bookstores, The Philadelphia Daily News, and WCAU-TV co-sponsored Literacy Week in Philadelphia during the week of September 5th. Activities included a ribbon-cutting ceremony at a Barnes & Noble store, an International Literacy Day proclamation by the mayor, free eye check-ups for adult learners, and a meeting of the city's corporate leaders hosted by **Fidelity Bank.**

Bozell & Jacobs, on a voluntary basis will develop the public awareness materials to be used in the "Give the Gift of Reading" campaign being prepared by the **American Booksellers Association** and the **American Association of Publishers.** The campaign will be promoted by bookstores nationwide through posters, buttons, and bookmarks. Book-shaped cannisters will be used to solicit customer donations which the bookstores will be asked to match. Proceeds will be divided between Reading is Fundamental and the Coalition for Literacy for its national awareness campaign.

The Burlington Northern Foundation, Commonwealth Edison Co., and **IBM Corporation** are among several new contributors to Literacy Volunteers of Chicago. **Harris Bank Foundation, Signode Foundation,** and other companies have renewed their support of the program.

The Columbus (OH) Dispatch/Citizen Journal is printing materials for tutors and students and will sponsor tutor training workshops this fall as a part of its Newspapers in Education program for adult non-readers.

Representatives of **Control Data Corporation** and **Hecks, Inc.** were key speakers at West Virginia's Adult Literacy Coalition Cornerstone Conference in September. The conference assembled leaders from education, business, labor, and various governmental and non-governmental service agencies to develop a plan of action for literacy in the state.

Glamour Magazine, The Los Angeles Times, Reader's Digest, and numerous other newspaper and magazine publishers have been helping to promote awareness by printing articles about the adult illiteracy problem. The September 1985 issue of Glamour Magazine featured an article, "I Can't Read," describing the personal struggles of non-reading adults and the effect of illiteracy on business. A Los Angeles Times article in June, "Illiteracy Keeps Millions in the Dark," was subsequently distributed nationwide to members of the **Times Mirror Company's** newspaper syndicate. The September 1985 issue of Reader's Digest included an article, "America's Secret Shame," giving a general overview of the problem and organizations working to solve it, and highlighting the activities of B Dalton Bookseller, Pratt & Whitney, and BCEL, among others. Readers were encouraged to contact the Coalition for Literacy to volunteer their help.

Reperesentatives of **Ketchum Communications, Arthur Andersen Company,** and other area businesses were recently appointed to head various committees of the Center for Literacy in Philadelphia, the largest volunteer literacy program in Pennsylvania. In agreeing to chair the Center's Board of Trustees, a representative of **ARCO** urged the board to go beyond "acting as cheerleaders" and instead to learn more about how the Center works and to become actively involved in the various committee activities.

Land & Sky has set up two ESL classes for the immigrant employees at its Lincoln, NE waterbed manufacturing plant. Staffed by instructors from Southeast Community College, the classes are leading to promotions for several participants. Other area companies operating employee basic skills and GED classes are **Outboard Marine Corporation** and **Lincoln General Hospital.**

M. Lowenstein Corporation operates an on-site tutor-training program for employees at its Lyman, SC apparel-dyeing and finishing plant. The employees are tutored by fellow workers who are trained and supervised by staff from the Spartanburg Adult Writing and Reading Education Program.

The Medford Mail-Tribune donated printing services to the Medord (OR) Literacy Council for a brochure designed to recruit tutors and students.

Sperry Corporation, The Houston Companies, the **William H. Block Department Store,** the **Sheetmetal Workers Union,** and local and state Chambers of Commerce are represented on a subcommittee for private-sector linkages of the Indiana Adult Literacy Coalition. The committee is working now with a researcher from Indiana University to identify the specific literacy requirements of various jobs in the state. The study hopes to clarify for employers the direct link between basic skills and productivity.

J. P. Stevens & Co. has been working with the Virginia Department of Education and the Patrick County School Board to set up in-house basic skills programs for employees at the company's two plant locations in the county.

Wang Laboratories, Inc. recently agreed to donate equipment to a computer-assisted instruction program for adults run by Merrimack Education Center in Massachusetts.

AVAILABLE FROM BCEL

PIONEERS AND NEW FRONTIERS
The Role of Volunteers in Combating Adult Illiteracy
TURNING ILLITERACY AROUND:
An Agenda for National Action

- *TURNING ILLITERACY AROUND: An Agenda For National Action* was summarized in BCEL's April Newsletter. These two working papers on the short- and long-term resource needs of the adult literacy field contain recommendations for public and private-sector action. One was written by Donald McCune and Judith Alamprese under AAACE auspices; the other by David Harman of Columbia University. The set is available for $10. Please send your written order with a check payable to BCEL.

- *PIONEERS & NEW FRONTIERS* was summarized in the July Newsletter. Written by Dianne Kangisser, former Executive Director of Literacy Volunteers of NYC, it assesses the role of volunteers in combating adult illiteracy. Copies are $4.50 each and should be ordered in writing with a check payable to BCEL.

- *Functional Illiteracy Hurts Business* is a leaflet designed primarily as an aid for local literacy programs in their fund-raising efforts. It gives specific suggestions to business on how to help support adult basic skills programs. Programs can insert their names and addresses on the back flap. The leaflet may also be of use to state planners and the business community. Copies are available at no cost for a modest supply, but due to heavy demand there is a small per-item cost for large orders.

- BCEL retains a supply of back issues of the Newsletter. Copies will be provided at no cost for up to 24 and at 25c per copy thereafter. Newsletters may be reproduced in whole or part without permission but with attribution to BCEL.

NOTES ON ORDERING: As a small organization BCEL does not maintain a billing system. Thus, where a charge is involved a pre-payment check must accompany your order. BCEL is nonprofit and tax-exempt; sales tax need not be added.

The **Business Council for Effective Literacy** is a publicly-supported foundation established to foster greater corporate awareness of adult functional illiteracy and to increase business involvement in the literacy field. BCEL officers and staff interact with literacy programs and planners around the country–continually assessing their activities, needs, and problems–so as to provide responsible advice to the business community on the opportunities for their involvement and funding. BCEL's work is carried out largely through a varied publications and technical assistance program.

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BCEL BUSINESS COUNCIL FOR EFFECTIVE LITERACY

ADULT LITERACY: PROGRAMS • PLANNING • ISSUES

A Newsletter For The Business Community

VOL. 1, NO. 6 JANUARY 1986

BCEL EDITORIAL

by

Harold W. McGraw, Jr.
Chairman, McGraw-Hill, Inc.
President, BCEL

It was just two years ago that the Business Council for Effective Literacy was launched. We knew how grave a problem functional illiteracy was for our country. And we were convinced that American business had to have a major role in dealing with it, for business has a major stake in its solution. We began searching for the best approaches by which a small organization such as BCEL might provide really meaningful impact in focusing business involvement.

While we are still developing our programs, we are heartened by the progress we have made over these two years. One of our major efforts has been the publication of this newsletter, with a circulation of some 11,000 copies going to business leaders throughout the country and to professionals actively leading or working for literacy. We have also issued, and will continue to issue, separate pamphlets and monographs dealing with specific aspects of the illiteracy problem. The strong response to the newsletter and the other publications has been exceptionally gratifying.

Members of our relatively small staff have visited about half of the states to work with business and educational leaders in establishing or strengthening literacy efforts. We are working also with national industry groups. Two meetings have been held with a consortium of the eight leading trade associations in the print-related industries, and a similar meeting with broadcast companies is scheduled for January 22. It has been exciting to see the increased attention being given to literacy by these influential media.

We have in addition worked with and prepared material for the Department of Education, the Office of Technology Assessment of Congress, the Education Committees of the House and Senate, and other such groups.

It is hard to measure or even estimate what has been achieved. One thing is certain: business has awakened as never before to the magnitude and urgency of the illiteracy problem, and hundreds of companies and individuals are contributing through in-house programs, employee participation in volunteer efforts, financial and in-kind support of literacy projects, and by speaking out as local, state, and national leaders.

What of 1986? We hope and expect to keep right on with more of what we have been doing, and to broaden even further the distribution of our newsletter. Publications are planned on the use of computers, video cassettes, and other products of new technology in literacy training. We would like to see industry programs expanded beyond those in the media and more businesses among banking, insurance, utilities, department stores, and retail and fast-food chains included. We want also to spend additional time with individual companies to be of service where we can with their plans for literacy.

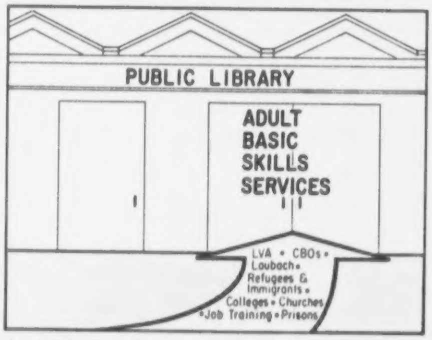
All of this will require stable funding. Our prime effort is always to encourage business support of the programs of such organizations as LVA, Laubach, and the great number of community-based organizations. But we will also be seeking modest annual contributions to BCEL, which we hope will come from a large number of corporations.

We feel greatly encouraged as we look back over the last two years. But the attack on so great a problem has only just begun. Progress toward its solution will require unwearying and long-continued effort from us all.

One significant new development deserves special mention here. A major cooperative venture between PBS and ABC was publicly unveiled in a national press conference on December 10. Called Project Literacy U.S., the effort will consist of a variety of national network broadcasts and community activities, beginning immediately with an outreach phase to draw in local station affiliates as partners at the community level. In late 1986, ABC and PBS documentaries will be aired, along with public service announcements and other new programming–all to increase awareness and help link potential tutors and students with programs at the local level.

Finally, libraries are already providing important leadership and services in the field and their role is expanding. This issue of our newsletter presents a feature article on their potential as a central resource for literacy in communities throughout the country.

LIBRARIES & LITERACY



Public libraries have a distinct and potentially powerful role to play in the nation's struggle against adult illiteracy. There are 15,000 of them threaded throughout the American landscape. In most places, they are as familiar as the church, the school, or the local bank. They are so familiar that we tend to take them for granted, forgetting that with their purpose of providing free and open access to knowledge for all persons, they are one of the most remarkable and fundamental public services in the nation.

They are all the more remarkable in that they are not required by law. Yet few communities are without library service. Most citizens, in fact, vote to tax themselves to support their libraries and strong support surfaces to defend them when their existence is threatened. (Approximately 79 percent of public library financing comes from local property taxes.) A 1978 Gallup poll of library usage found that more than half of all Americans over the age of 18 are library users, or at least visit their public library during the course of a year.

Paradoxically, for reasons both philosophical and practical, public libraries are uniquely positioned to assist the 72 million Americans who, by virtue of being illiterate or marginally literate, are not ordinarily library users.

A formal link between libraries and literacy can be traced back to the 1920's when the American Library Association (ALA), with some 40,000 member libraries and librarians, established its Commission on

(cont'd. on p.4)

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NEWS IN BRIEF

Secretary's Adult Literacy Initiative

Karl Haigler, former teacher and educational administrator, has been appointed Director of the Adult Literacy Initiative. According to Haigler, the Initiative will:

- Continue its efforts to coordinate and expand federal activities for literacy within and outside the Department of Education.
- Maintain a focus on coalition building and participate in state and regional meetings.
- Work to strengthen relations with adult basic skills programs thoughout the country.
- Explore ways that the media and new technologies can be used for literacy.
- Develop a new program to help bring about greater business involvement in literacy.

Among the Initiative's recent accomplishments are: a third round of grants (totaling $750,000) to enable students at 65 colleges and universities to work as tutors under the College Work Study program; joint sponsorship with the Department of Health and Human Services of a Head Start Project in which parents tutor other parents needing basic skills help; implementation of the FELT program in which 1,500 employee volunteer tutors have already been recruited from federal agencies across the country; and the launching of LITLINE (formerly called LITNET), a national computer literacy information system.

Federal Spending for Literacy

The Office of Intergovernmental Affairs of the Department of Education recently contracted with the Washington Consulting Firm for a project to identify all current sources and levels of federal funding for adult basic skills. The Firm was selected for this job because it has worked extensively in the past with various governmental agencies and is experienced in interpreting federal data. The study will focus primarily on agencies based in the Washington, D.C. area. A first draft of the report should be ready in April.

Exemplary ABE Programs Recognized

Last year for the first time the U.S. Department of Education gave a Secretary's Recognition Award to the outstanding adult basic education program in each of the Department's ten regions of the country. In the spring each state was invited to nominate two programs to be considered for these awards. Regional offices then organized teams of specialists to visit the recommended programs and select three exemplary projects from each region. The thirty finalists were submitted to the Division of Vocational and Adult Education and the winners chosen by a panel of non-federal reviewers including Paul Jurmo of BCEL. The ten winners were: Nashua Adult Learning Center (NH); Fair Lawn Community School (NJ); Fairfax County Public Schools (VA); Caldwell Community College and Technical Institute (NC); Springfield School District #186 (IL); New Mexico State University (NM); Alliance City School (NE); Billings Public Schools (MT); Rio Salado Community College (AZ); and Islands Community College (AK).

New Projects for Older Americans

The Administration on Aging recently awarded 20 grants totaling $870,552 to state agencies on aging to promote literacy among the elderly. Average grant size was about $43,500 and the funded projects received an additional $759,704 in non-federal matching funds. Many of the grantees are working to increase access to available literacy programs by developing ties to groups such as schools, CBOs, agencies on aging, volunteer literacy organizations, and educational and human service agencies. The Rhode Island Department of Elderly Affairs, for example, will develop daytime adult learning programs in housing projects and community centers. Others will focus specifically on developing community leaders. The project of the New Jersey Division on Aging will use media and marketing specialists to motivate older adults to participate in literacy programs. And the Older Alaskans Commission will use computerized instruction for literacy training of the elderly. For further information about the awardees contact James D. Steen, AOA, Department of Health and Human Services, Washington, D.C. 20201 (202) 245-0995.

Building Bodies and Minds

Health and learning go hand in hand in Charleston, West Virginia. The West Virginia Dialysis Facilities, Inc. and the Charleston Renal Group offer basic skills classes to 45 patients at their kidney dialysis facility. These patients must visit the institution for hours at a time on a regular basis and they are using their time to learn basic skills while undergoing treatment. Adult education staff from the Kanawha County schools conduct classes and focus on issues of self-worth, health, consumer economics, and government. For more information contact Linda Amonette, Coordinator, Adult Basic Education Program, 422 Dickenson Street, Charleston, WV 25301 (304) 348-6626.

Union Program Launched in NYC

Teamster Union Local 237 has received $1.5 million for an adult basic skills program known as the Consortium for Worker Literacy Program. Classes began last fall and are available at no charge to members of Local 237 as well as to some 300,000 members of six other area unions and their spouses and adult dependents. Former Board of Education Chancellor Anthony Alvarado has been named Director of the Consortium. Alvarado is responsible for developing the curriculum, hiring teachers, and putting the education program together. When in full operation, some 165 classes will be held at 28 locations throughout New York City and Long Island–in community centers, housing projects, schools, and worksite classrooms. Funding for the program came from three sources. The New York City Board of Education donated teaching services valued at $1.1 million. The State Department of Education granted $352,000 for administrative costs. And the Municipal Assistance Corporation contributed $100,000 for staff development. For further information contact Francine Boren, Assistant Coordinator, Consortium for Worker Literacy Program, 216 West 14th Street, New York, NY 10011 (212) 924-2000.

The Even Start Act

Senators John Chafee (R-RI), Lawton Chiles (D-FL), and Charles Mathias (R-MD) have introduced legislation (S.1723) aimed at young parents. The "Even Start Act" would encourage parents with children between the ages of 2 and 8 to improve their basic skills and in the process become better equipped to support the learning of their own children. Most experts in the field view the intergenerational transfer of illiteracy as a major target of efforts to overcome the problem. The bill has been referred to the Senate Labor and Human Resources Committee.

In The States

- **Arizona's** Governor Bruce Babbit and Superintendent of Public Instruction Carolyn Warner have announced the formation of a Joint Task Force on Literacy. The Task Force will be looking at models in other states and identifying literacy programs and possible private-sector resources in the state, for incorporation into an overall state plan for literacy. It will focus not only on strengthening basic skills programs for adults, but also on dropout prevention efforts and employment-skills training. A special appeal will be aimed at the state's tourism industry, which hires large numbers of service workers.

- **Arkansas'** literacy services are coordinated through the Participating Council on Adult Education. Operating within the Vocational & Technical Education Division of the State Department of Education, the Council is seeing a growth in demand for basic skills services and vocational training in the state.
- The **Florida** Literacy Coalition has produced a directory of 136 literacy programs in 65 of the state's 67 counties. A small staff has been put together to coordinate information and referral services, and plans are underway for developing a talent bank, a toll-free hotline, a quarterly newsletter, and an annual statewide literacy conference. The Coalition hopes to inform state leaders about the economic effects of illiteracy. And special emphasis is being placed on getting the business sector involved as a funding and planning partner.
- **Maryland's** State Department of Education recently hosted a meeting of literacy providers from across the state. A steering committee has been formed to develop guidelines for the creation of a state coalition. Carroll County's literacy services are being coordinated by a new coalition, Literacy Providers of Carroll County, whose membership includes representatives of the local library, community college, board of education, various social service agencies, and other provider groups.
- The **Massachusetts** Budget Bureau is currently preparing a plan for a statewide initiative on employment, in which adult literacy will be a key element. **Boston's** Adult Literacy Initiative has for three years linked community-level literacy programs to a larger city-wide job-training and opportunity effort conducted by the Private Industry Council and other economic and social development agencies.
- The **Rhode Island** Literacy Council is publishing a directory of literacy programs in the state. Printing costs will be covered by Fleet National Bank, a member of the Council.
- **Virginia's** Adult Education Service is developing a plan to increase private-sector awareness of adult illiteracy in that state, encourage partnerships between businesses and local literacy programs, and urge the establishment of more company-sponsored employee basic skills programs.

AETP: DENVER

1985 Graduating Class

The Adult Education Tutorial Program in Denver (AETP) was founded in 1964 by Sister Cecilia Linenbrink, a Franciscan nun with a vision of helping disadvantaged men and women learn to read, write, and handle basic math. It began with 40 students and 16 volunteer tutors working out of one church basement. By 1984-85, 1,700 adults were enrolled and receiving instruction from a corps of 300 volunteer tutors supervised by a small paid professional staff. Some 22,000 people have been helped over the years by AETP.

Classes are offered in four areas: literacy (basic reading, writing, and math from 0 to 6th grade), preparation for the high-school-equivalency diploma, English as a second language, and job preparation and clerical training including a job placement service.

From the beginning AETP has taken a nontraditional approach. It takes its classes to those people who may be so isolated that they cannot seek help on their own. In 1969, for example, AETP purchased a mobile classroom which was driven by a teacher into areas where help was needed. Now AETP has six centers located in just such neighborhoods and a program in the Denver county jail. Flexible scheduling and open enrollment are emphasized. Students can attend morning or evening classes from one to four days a week and there is no waiting period once enrolled. Using a socio-psycholinguistic whole language approach to reading, tutors work one-to-one or on a small group basis. Five of AETP's centers also offer child care services which expose children to books and other learning activities.

AETP takes an active community involvement and has established links with several public and private groups in the area, including IBM. Sister Linenbrink is presently seeking funds to further develop two new initiatives: The Family Literacy Program in which volunteers will visit homes with kits containing books, magazines, and newspapers for all family readers, and a program of Literacy Franchises to replicate the AETP model elsewhere.

(For further information contact Sr. Cecilia Linenbrink, AETP, 1615 Ogden Street, Denver, CO 80218 (303) 831-9556.)

WILDCATS AND WELFARE

The oldest and largest supported-work program in the country, Wildcat Services Corporation in New York City strives to break the cycle of welfare dependency by helping the hard-to-employ gain entry into the regular work force while pursuing related programs of study. Former drug addicts, ex-offenders, high school dropouts, and parents on welfare have all found new meaning and discipline in their lives as they work and study seven hours a day Monday through Friday. Since it began in 1972, Wildcat has achieved a 65 percent success rate with over 20,000 people going on to hold permanent nonsubsidized jobs.

At present, more than 35 states are trying out some form of welfare work program, but Wildcat is unique because it is completely voluntary and the jobs are geared to participants' special needs and interests.

Welfare monies are diverted to Wildcat which then puts the participants on their payroll. Starting at minimum wage, participants are placed as trainees in such jobs as office, maintenance, and construction workers, and as security guards, home attendants, and library aides. Depending on the educational level of each individual, up to two days a week may actually be spent in basic skills instruction, job skills training, and high-school-equivalency preparation at Wildcat's educational center.

Wildcat Employee On The Job At Human Resources Admin.

Wildcat contracts with some 125 employers throughout New York City including the Police Department, the City Youth Bureau, and the Human Resources Administration, as well as with such private employers as Chemical Bank, the Lutheran Medical Center, and the Fashion Institute of Technology. These organizations are billed for hours worked by Wildcat employees. They have the benefit of full-time employees who can be assessed and trained over a period of time. Although there is no obligation to hire the trainees permanently, private employers who do so receive a $4,500 federal tax credit for each employee kept (under the Targeted Jobs Credit Program).

(For more information contact Morris Silver, Vice President, Wildcat Service Corp., 161 Hudson Street, New York, NY 10013 (212) 219-9700.)

LIBRARIES & LITERACY

(cont'd. from p.1)

Library and Adult Education. This action was based on the proposition that education is a lifelong process that does not stop after the completion of formal schooling–and that libraries constitute an alternative education system.

Reaching Out

In the mid-60's and early 70's, this proposition assumed a new force. Traditionally, clients of public libraries were drawn from the educated public, and chiefly from the white middle class. But stimulated by the climate of the Great Society and the new wave of social programs, libraries began to study their communities to identify groups in need of special services: the illiterate, the unemployed, the elderly, the handicapped, and immigrants and refugees isolated by language and cultural differences. Increased sensitivity to these potential patrons led to a focus on moving out beyond library walls to find and serve them. Like other educational and social agencies, libraries came to view these groups not as the unreachable but the unreached.

This soon led to the establishment of store-front libraries, mobile vans, learning and reading centers, and extension services to correctional and other institutions, as well as other innovative trends in library service. Some residents of Brooklyn, for example, recall the Three B's Program of the Brooklyn Public Library, which deposited non-returnable paperbacks in bars, beauty parlors, and barber shops to familiarize and lure the customers to their own doors.

To ensure that such activities would continue, and that librarians themselves would have access to the continuing education and technical assistance they would need to do effective outreach work, in 1973 the ALA set up an Office for Library Outreach Services.

ALA Leadership

Notable developments under the aegis of that Office have moved public libraries into their present position of leadership in the national literacy movement. In 1977 the ALA published *Literacy and the Nation's Libraries*, a guidebook designed to stimulate and help librarians set up literacy programs. As Robert Wedgeworth, ALA's former executive director notes, "The publication of the manual demonstrated that eradicating illiteracy had become a top priority of the ALA–and remains so, as evidenced by its further activities."

Between 1979 and 1981, an ALA project trained nearly 1,000 librarians in techniques for conducting literacy programs.

In addition, realizing that its own resources, and those of individual literacy groups, were not sufficient for the task, it set about to organize the Coalition for Literacy, in which it became an active member. The Coalition is a group of 11 national organizations, each with a distinct role in the delivery of literacy information and services, and this was the first time that the major groups concerned with illiteracy had joined forces to tackle the problem on a national level.

In January 1985, after three years of planning, the Coalition launched its national, multi-media campaign–in cooperation with the Advertising Council, a national telephone referral service known as CONTACT Literacy Center, and a still-growing number of special state referral hotlines. (The campaign is still young, but already CONTACT has had a response rate of about 30,000 telephone inquiries, an estimated 10 percent of all calls being received nationally. Of these, 73 percent have come from potential volunteer tutors and about 18 percent from potential students. As of last October, some $8 million in space and time had been generated by the ads placed on radio and television and in consumer and business publications.)

Service Delivery

What a single library can do on behalf of literacy training usually depends on its size, staff, location, budget, and whether it is sensitive to and interested in the problem of illiteracy in its community.

California has one of the most highly developed models of service delivery. The state library agency has made literacy a major program goal and since January 1984 has given more than $5 million from state and Library Services and Construction Act funds to develop literacy activities in individual library systems. As a result, 46 new library literacy programs have already been set up. Numerous other libraries have indicated their desire to initiate similar programs and additional funds are being requested by the state library to enable more to participate.

Most of the existing literacy programs are supervised by an adult literacy services coordinator in the library system. Each of the 46 libraries, depending on the size of the community, has a full- or part-time staff member assigned specifically to literacy. All conduct tutorial services on site or at other community locations. Some of these have a trainer on their own staff to train volunteer tutors, and some contract with Literacy Volunteers of America or Laubach Literacy for tutor training. Typically, in each of these projects, adults seeking help are interviewed, assessed for placement, and either assigned to a tutor or referred outside to a more appropriate ABE, ESL, or other program. Students learn that help is available through active library public relations campaigns.

Some libraries in addition to those presently conducting literacy programs maintain a stock of literacy materials for students and tutors, made possible through special state literacy collection-development grants. A few of the 46 programs also have literacy-related computer and audio-visual materials. As students advance in their reading skills, they are urged to borrow appropriate reading materials as a way to encourage regular library use in the future.

States without major literacy funding for libraries usually are not able to offer the comprehensive services being developed in California, and most do not themselves provide basic skills instruction. Usually they work as networking agents or as catalysts in the community. They function as a link in the chain of organizations that comprise the literacy field, connecting and collaborating with federal ABE programs, voluntary agencies, community colleges, and other community-based groups. They may help local literacy programs recruit tutors and students, provide space for classes, and try to stock appropriate low-level reading materials. They are effective in this supporting and facilitating role because people trust them and see them as a benevolent presence free of politics or vested interest.

One of the key reasons that libraries are so well positioned to play a larger role in literacy programming is that they already are centers for numerous other community activities. Moreover, they are open evenings and weekends, and offer a friendly environment free of any negative associations with schools or past school failure. For an adult to go to a library is a prestigious act whereas going to an elementary or secondary school for night classes often feels demeaning. Furthermore, for new literates to have acquired the habit of going to a library is desirable in itself because it may lead them to continue reading independently.

However, while the foregoing discussion may seem to suggest a situation of plenty, that is not the case. According to the U.S. Department of Education only half of the 50 states presently have any library literacy programs in operation. CONTACT Literacy Center reports that there are only 467 public libraries countrywide conducting literacy work of one kind or another. So it is clear that the potential of libraries for literacy service is yet to be tapped.

Emerging Patterns

Statewide Initiatives

Spurred by the Ad Campaign and funds from the Library Services and Construction Act (LSCA), roughly a dozen states in addition to California have mounted significant statewide library-based literacy activities and coalitions, each state proceeding in its own fashion.

In Oklahoma, for example, the Department of Libraries has launched a program to organize literacy councils in cities across the state, with the goal of making literacy instruction available to 95 percent of the population within 25 miles of their homes. Modest LSCA grants of $1,300 were made to 27 public libraries this past year to help the local councils organize. Already the number has grown to 48 councils and it is expected to increase. A highly successful awareness campaign, which included a literacy message on grocery bags distributed statewide by Safeway Stores at no charge, generated such interest that numerous groups have contacted the State Library to seek a means of involvement.

Among them are the Farmers Union, the Firefighters Association, the Urban League, the American Association of University Professors, the Newspaper Editors Association, and the Department of Human Services. The latter will pay welfare recipients who can read, to teach others who cannot. The State Library provides the training.

Tutor Trainers, Oklahoma Dept. of Libraries

In Illinois, where the State Librarian is also the Secretary of State–and where the State Library, the State Board of Education, and the Governor's Office of

Voluntary Action work closely on problems of illiteracy–a literacy grant program has been signed into law. Recently, $2 million in state funds were granted to some 62 local and regional literacy programs. A distinctive feature of the program is that funds were not confined exclusively to libraries but went also to community colleges, voluntary groups, and community-based organizations.

This departs from the usual practice in which agencies stay within their own jurisdiction, with the Department of Education providing money only for schools or the State Library only for libraries. A board composed of representatives from the State Library, the Board of Education, and the community at large reviewed the proposals and recommended those that were funded.

Space precludes further examples, but other states with significant statewide library initiatives include New York, Ohio, Florida, Indiana, Kentucky, Massachusetts, Maryland, North Carolina, South Carolina, and New Jersey.

Opening Of New Learning Center, Brooklyn Public Library

Collaboration

Cooperation between libraries and literacy organizations is clearly a healthy trend that is gathering momentum. In addition to the more conventional forms of cooperation, in Connecticut and New York State the libraries and Literacy Volunteers of America are now working together on proposals to develop state support for library literacy activities. In New York, LVA is also instructing "outreach" librarians assembled in regional and statewide workshops on how to organize and conduct tutorial programs.

One of the top priorities in efforts to expand adult basic skills services nationally is the development of comprehensive statewide planning bodies. In more than half of the states, such groups have been formed or will be shortly. In all of them libraries are an active partner and, in some cases, library leaders were directly responsible for their creation.

Again, Illinois is an excellent new example. The Illinois Literacy Council, which the State Librarian initiated, has in little more than a year made tremendous strides in addition to its recent grants. It has gathered extensive information on the illiteracy problem in the state and identified specific ways to address it. It has undertaken activities to generate public awareness, and started to coordinate all literacy services in the state including those of libraries. It also has set up a literacy hotline to link volunteers and students with programs. And the State Library recently put out *the illinois literacy effort*, a comprehensive report on its activities, its resources, and its detailed plans for moving ahead on several fronts. (The publication is available by contacting Joan Seamon, Literacy Program Coordinator, State Library, 288 Centennial, Springfield, Illinois 62756, or phone (217) 785-1535.)

Prevention

More attention is gradually being given to programs that seek to break the cycle of illiteracy that passes from non-literate parents to children. One example, Collaborations For Literacy, is an intergenerational project involving Boston University, Literacy Volunteers of Massachusetts, the Boston Public School, the Boston Public Library, and the State Board of Library Commissioners. College Work-Study students are trained and paid to teach functional illiterates how to read. The curriculum is based on the PBS Reading Rainbow videotape and accompanying book series. Once an adult masters a book, he or she must in turn read it to a child, grandchild, or neighbor's child in the library where the tutoring takes place. The child is thereby provided with both an adult role model and a positive image of the library. The program is being adapted for use in South Carolina and Texas.

Reading Collections

The importance of having appropriate reading materials for adult illiterates cannot be stressed strongly enough. While a few libraries have good collections and some are beginning to develop them, most do not and most have not made the budget allocations that would be needed to do so. Yet, for the low-literate adult, the right reading matter can make the difference between success or failure. Because there is a shortage of relevant and interesting easy-to-read literature for these people, they often are subjected to material designed for children. To them, Dick and Jane stories are embarrassing, boring, and ultimately defeating. Indeed, the adult who has acquired new reading skills often fails to maintain them and reverts back to illiteracy because proper reading material is not available.

Among the bright spots in this area are the collections of the Free Library of Philadelphia, the Spokane Public Library in Washington, and the Enoch Pratt Free Library in Baltimore. A notable aspect of the Philadelphia program is its annual budget to provide appropriate non-returnable paperbacks to education and social service agencies across the country that work with illiterates. The Spokane library reports that its collection of high-interest, low-level reading materials has always circulated at a rate surpassed only by current best sellers.

Newer programs include "Books By Mail" in Connecticut, which uses an annotated mail order catalog prepared and distributed in cooperation with Literacy Volunteers to make good materials available to students and teachers regardless of where they live in the state. Another program, Project:LEARN in Cleveland, has produced a bibliography for Ohio librarians, "Books for New Adult Readers." Most of the titles are at fifth-grade level or below. A key feature is that the books listed were evaluated by a panel of experts including adult new readers themselves.

Computers

Computers and other technologies are attracting a growing interest in literacy circles because they provide a tool for reducing the labor-intensive nature of group and one-to-one instruction, and students like and learn effectively with them. In a few public libraries (Jacksonville, New York City, and Milwaukee are good examples), computers are already in use to supplement the traditional teaching patterns. In one promising new development, a pioneering computer-assisted reading approach developed for the U.S. Navy's low-reading recruits is being tested for civilian use at the Mary H. Weir Library in Weirton, West Virginia and at the Enoch Pratt Free Library–under the sponsorship of the National Commission on Libraries and Information Science.

Dual Literacy

A large percentage of the annual increase in persons who cannot read or write competently is comprised of immigrants and refugees from non-English language backgrounds (more than 1.2 million a year). Many, three-fourths of whom are of Latin American or Asian origin, are not literate in their native language. Some libraries are trying to serve these groups in programs that teach English and link them with other community resource agencies. As the non-English-speaking population continues to grow, more libraries will confront the need to serve them.

Looking Ahead

A top priority of the ALA is to continue its efforts to make the entire country aware of the adult illiteracy problem. "Like drunk driving, child abuse, or other social problems, literacy is beginning to seep into the social consciousness of the country," says Jean Coleman, who heads the ALA's Office of Library Outreach Services. "We must build on that."

Another item on the ALA agenda is to strengthen the support for adult basic education within the federal government. While prevention strategies may work for in-school students, there must be a different approach with those for whom the schools didn't work, or who have left the system and fallen through the cracks. To that end, legislative remedies will be sought by the ALA to strengthen the federal ABE program and expand its eligibility requirements.

Still another focus of ALA concern will be librarians themselves. Some librarians are confused about their role. For some, professional self-image and notions about the proper function of libraries are at odds with fellow librarians seeking a more aggressive role in helping unskilled adult readers. Some are resistant because their budgets are inadequate to support new work, and in the competition for funds literacy activities are thought to be a low priority. These problems of role, attitude, and funding will have to be overcome if libraries are to fully develop their potential in the fight against illiteracy.

Thus, strong and continued leadership from the ALA, as well as from the chief state library agencies in every state, will be essential. In this effort, concerned citizens who are influential policymakers in their own communities can be powerful allies. As trustees of their local libraries or Friends of the Library, these persons are strategically placed to capture the library board's attention and to urge board members to provide leadership.

Finally, library literacy efforts should be significantly aided by the new Title VI of the Library Services and Construction Act which passed Congress in October, 1984. For fiscal 1986, $5 million has been appropriated, with presidential approval expected, for grants of up to $25,000 to local and state libraries for literacy projects. The funds will be used to promote and coordinate volunteer services, purchase materials, and cover the cost involved in using library facilities.

CORPORATE LITERACY ACTION

POLAROID CORPORATION

Dr. Edwin Land, founder of the Polaroid Corporation, once said that "the function of industry is not just the making of goods; the function of industry is the development of people." These sentiments are the guiding principles behind Polaroid's extensive, long-standing commitment to its Corporate Education Programs, its policy of open job posting, and its efforts to help employees move up through the ranks.

Polaroid's Fundamental Skills Program, which began in 1961, is the oldest in-house basic skills program in the country. Its roots date back to the 1950's when Dr. Land built his first manufacturing facility in a suburb of Boston and recognized the need to provide the new employees with educational assistance. At that time, however, federal and state ABE programs did not yet exist, and colleges and schools were not interested in providing basic training for hourly employees. So Polaroid decided to develop its own in-house program from scratch.

Throughout the 60's Polaroid's programs focused primarily on high school math and chemistry. In the late 60's and early 70's, GED, ABE, and ESL programs were added to the roster of educational activities. Linda Stoker, a professional educator and basic skills specialist, was hired to develop the programs. After surveying 500 companies and outside educational organizations and finding little to draw on immediately, Polaroid once again decided to conduct these programs in-house and proceeded to develop a full set of diagnostic and assessment tools as well as the needed curriculum. Like many companies, Polaroid offers 100 percent tuition reimbursement for courses taken at the college level, but unlike most, which focus their internal training on management education, at least 50 percent of Polaroid's programs are focused on the needs of hourly employees.

The Fundamental Skills Program offers a variety of services and special programs in reading, writing, math, and problem solving. Reading is taught at three levels. All classes are voluntary and are usually on a combination of both company and employee time. According to Stoker, basic skills are tied to the jobs people do, "focusing priority on what skills criteria they will need to improve their job performance and prepare for job growth." Over the years, Polaroid has validated a wide range of teaching and testing materials and established basic skills criteria for all hourly jobs. Educational counselors work confidentially with individual employees diagnosing and helping them plan their educational needs and referring them to appropriate programs both in the company and the community.

Stoker has the following comments for other companies considering similar programs:

- Big corporations are better able to operate their own in-house programs than medium-sized or small businesses; though for many, perhaps most, it will make better sense to contract with an outside organization for the desired services.
- The best employee programs link basic skills to larger training goals in the company, evaluating the specific skills that employees need.
- Companies wanting to implement in-house programs will need to develop job-related instructional and testing materials, and can profitably consult with other companies that already have a track record.
- Basic skills staff should have a different background from that of regular educational training staff, and particularly a sensitivity to the needs of people they will be teaching and the specific requirements of their jobs.
- Companies must allow for administrative, space, and other costs associated with operating in-house programs.

(For further information contact Linda Stoker, Consultant/Program Manager, Corporate Human Resources Development, Polaroid Corporation, 750 Main Street, 2D, Cambridge, MA 02119 (617) 577-5422.)

TIME, INC.

"Time to Read" is a pilot program which combines the Time, Inc. staff and its magazine and video resources to fight illiteracy. The program, which began in March 1985, already has 169 company volunteers tutoring 210 people at four sites–in New York City, Chicago, Camp Hill (PA), and Charlotte (NC). It is open to those who have attained at least a fourth-grade reading level.

Tutors are trained by Time, Inc. and work with a detailed instruction manual also prepared by the company. The manual is supplemented by new material each month, and contains 50 detailed lesson plans and activities that have been designed to make possible the use of *Time, Life, Sports Illustrated, People*, and other company magazines as the basic reading material. The tutors have access to a toll-free hotline and a newsletter to help them exchange information and solve problems.

Each of the four programs is conducted in collaboration with local sponsors who select and evaluate the students:

- In New York City, 50 Time volunteers are working with the Children's Aid Society to help 28 eighth-grade students from JHS 204 in Queens who are bused to the Time-Life Building in Manhattan for tutoring.
- In Chicago, 31 Time retirees collaborate with six public libraries to tutor 46 adults.
- At Camp Hill (PA), 38 volunteers from the Book-of-the-Month Club (a Time subsidiary) help tutor 50 inmates in a state prison.
- In Charlotte (NC), 50 volunteers are working with Central Piedmont Community College to instruct 86 city highway and maintenance workers who need better skills for promotion. In addition, Cablevision of Charlotte broadcasts a half-hour weekly program conducted by a community college professor.

All students get free subscriptions to *Time* and another company magazine of their choice, and the Charlotte participants also get free cable subscriptions.

(For more information contact Toni Fay, Director of Corporate Community Relations, Time, Inc., 1271 Avenue of the Americas, New York, NY 10020 (212) 484-1485.)

WALDMAN GRAPHICS

A printing and typography firm in Pennsauken, New Jersey, Waldman Graphics has developed a simple model to generate voluntary employee contributions to literacy programs. In just two years the company has achieved a high participation rate among its employees to help support the efforts of a local Camden County literacy group, Focus on Literacy.

The first campaign began in July 1984 with a short article in the company's internal newsletter highlighting the problems of illiteracy and stressing its implications for the graphic arts industry as a whole. This was then followed by a personal letter in each employee's paycheck envelope the next week telling those who wanted to contribute that their donations could be made through a small weekly payroll deduction of as little as $1 a week for whatever period of time they wished. In less than two weeks, 50 percent of Waldman's nearly 200 employees responded with commitments of close to $800.

In 1985 a similar campaign was carried out. Enthusiasm had spread and participation rose to 71 percent of Waldman's full-time staff doubling the amount contributed to $1,600, all of which again was turned over to Focus on Literacy. The total cost of the campaign to the company was less than $25 a year.

As a result of the fundraising drive and related awareness efforts, employees have been motivated to serve as volunteer tutors, donate books and reading materials, and get involved in other literacy activities.

Executive Vice President William Hohns, who developed the program, believes that this model can be adapted by other companies nationally as a way to generate new funding for the field. As chairman of the emerging literacy program of the Printing Industries of America, Hohns is working to try out this approach in some 40 member organizations and eventually hopes to expand the program to PIA's 12,000 members. Noting that there are 1.6 million people employed in the graphic arts industry, Hohns believes that even a 20 percent participation rate could produce major new funding for adult literacy programs and organizations.

(For further information contact William Hohns, Waldman Graphics, 9100 Pennsauken Highway, Pennsauken, NJ 08110 (609) 662-9111.)

WHAT OTHER COMPANIES ARE DOING

ABC Radio helped advance public awareness by broadcasting an address recently given by Art Colby (Manager, EEO, Pratt & Whitney, and President of LVA) at a business meeting convened by Literacy Volunteers of Connecticut. Network affiliates in other cities broadcast interviews with Kentucky's ABE director Sharon Darling in her role as literacy spokeswoman for **Reader's Digest.**

American Can Company's CEO, William Woodside, testified on the importance of basic skills education at the U.S. Congressional hearings on literacy this past summer.

Better Homes & Gardens ran an article titled "Illiteracy in America. The Shocking, Silent Crisis" in its November issue. **The Detroit Free Press** and **The Florida Times Union** recently published articles on adult illiteracy, one focusing on a 47-year-old auto worker learning basic skills in a joint Ford Motor-UAW program and the other on the costs of illiteracy to the business community. **The Raleigh News and Observer** (NC) and **The Richmond Graphic** (IN) covered the literacy issue in recent Sunday feature stories. **The San Diego Evening Tribune** early last year printed a UPI story about a mother who was unable to read the directions on a can of infant formula and incorrectly fed undiluted formula to her baby who died as a result.

Burlington Northern Railroad, Conoco, Deluxe Check Printers, Inc., Security Bank, and **Mountain Bell** work with the Billings (MT) Adult Education Center to provide basic skills to their employees. A recent influx of immigrants in search of jobs has increased the need for ESL services in particular.

Cambridge Books recently published Effective Adult Literacy Programs: A Practitioner's Guide, a comprehensive work by the National Adult Literacy Project. At the 1985 conference of the Association for Community Based Education, the company joined the **Gannett Foundation** and **B. Dalton Bookseller** on a panel which addressed the special problems faced by CBOs in getting support from the business community.

Cone Mills Corporation and **First Union National Bank** are represented on North Carolina's statewide literacy coordinating body, the Participatory Planning Committee for Adult Basic Education.

Container Corporation of America and **Kindall Container Company** operate in-house basic skills programs for hourly employees in their Georgia plants.

Cox and Smith, Inc., and the local Chamber of Commerce are taking leadership roles in generating business support for the San Antonio (TX) Literacy Board.

A representative of **Contour Groves, Inc.,** a citrus-producing company, serves as president of the Florida Literacy Coalition.

Crown Publishing expects to donate some $20,000 to literacy programs from proceeds of the sale of Jean Auel's recently-published novel, The Mammoth Hunters.

Del Monte, Olin Corporation, Bridgeport Hydraulic, Royal Business Machines, Sikorsky, Dexter Corporation, Southern Connecticut Gas, and **Phoenix Mutual Life** are among more than 50 companies which gave recent funding to Literacy Volunteers of Connecticut.

Disneyland gave Literacy Volunteers of Placentia (CA) a $5,000 Community Service Award in April 1985, to be shared with five other LVA affiliate programs in Orange County.

The Electric Boat Division of General Dynamics, working with the Southeastern Connecticut Adult Education Cooperative, provides a high-school-equivalency program to company employees in that state.

Fidelity Bank hosted an awareness reception for business and political leaders as part of Literacy Week activities in Philadelphia in September. Team members of the **Philadelphia Eagles** posed for photos which were used in local newspapers to encourage good reading habits.

Franklin Electric Company, the **AFL-CIO,** and **First National Bank** are represented on Arkansas' Participatory Council on Adult Education, with the Franklin representative serving as chairman of the Council.

Franklin Life Insurance Company is one of several companies providing employee basic skills classes through the Lawrence Adult Center in Springfield, IL.

Garrett Turbine Engine Company contracts with the Rio Salado (AZ) Community College to provide basic skills classes to employees in its manufacturing plant in Phoenix.

IBM recently gave a $6,000 grant to the Travis County (TX) Adult Literacy Council. The company is presently exploring the possibilities for an expanded role in the literacy field, and along with **Mountain Bell** is represented on Arizona's new Task Force on Literacy.

Legg Mason Company recently donated $1,000 to the Carroll County (MD) Literacy Council, as well as space for tutoring classes and Council board meetings. The **Carroll County Times** donates advertising space to the Council, and **Westminster Answering Service** gives 24-hour telephone referral assistance.

Chas. Levy Circulating Company has developed a reading awareness and fundraising program called "My Kind of Books," in which Chicago residents were asked through newspaper ads distributed in 500 local book outlets to vote for their favorite books. Based on the poll, the company is donating 15¢ to the Literacy Council of Chicago for each copy of the ten most popular books sold by the book outlets.

MacArthur Foundation, Mobil, AT&T, Grumman Corporation, Manhattan Life Insurance Company, Waldman Graphics, and **Young & Rubicam** are among those organizations presently funding the Business Council for Effective Literacy.

McDonald's and **British Aerospace, Inc.** provide ESL training for their employees in collaboration with the Fairfax (VA) Adult Integrated Network.

Monongahela Power Company provides space in its training center for the tutor-training activities of Literacy Volunteers of Marion County (WV). The **Shop 'n' Save** supermarket chain provides refreshments for LV's training sessions and advertises the LV program with flyers slipped into its grocery bags. **Adams Office Supply** donates the stationery supplies used in LV's workshops.

M&M/Mars Corporation, Time, Inc., The Amoco Foundation, and **The Beatrice Foundation** recently provided funding for Literacy Volunteers of Chicago. Representatives from **Chicago Magazine, WGCI Radio,** and **Amoco Food Shops** have joined LV's board of directors.

The Morning Call, a local newspaper has given essential in-kind assistance to the Allentown (PA) Literacy Council by assigning a staff member to develop a major funding proposal.

Nissen Universal runs a small in-house program for employees at its Cedar Rapids plant in collaboration with Kirkwood Community College. The College also works with the local Private Industry Council to provide job and basic skills training to unemployed workers in the area.

Onan Corporation conducts an in-house basic skills program for employees at its Minneapolis plant. The program is part of a larger effort to modernize the plant's production capability.

Phillips Plastics and other Wisconsin companies work with the state's technical college system to provide basic skills instruction to employees, many of whom are located in rural areas.

The Prudential Foundation recently made a grant to the Urban Studies and Community Service Center of La Salle University. This Philadelphia community-based program is developing new curricula geared specifically to the needs and interests of adult learners.

Sperry Computer, Mountain Bell, Rockwell International, and **Easton Aluminum** offer on-site basic skills classes for their employees with instruction provided by the Salt Lake City ABE program.

Time, Inc. has prepared a public service ad entitled "A Light To Read By." Depicting the Statue of Liberty, it states that "Miss Liberty (is) not only a symbol of democracy, but...a reminder of one of democracy's major prerequisites, literacy." The ad is being circulated as part of the centennial celebration.

The U.S. Steel Foundation, Travelers Insurance Co., Alcoa Foundation, Ryan Homes, Inc., and **The Pittsburgh Foundation** have provided $20,000 in grants to the Greater Pittsburgh Literacy Council. These grants match an earlier challenge grant made to the Council by the **Consolidated Natural Gas Co. Foundation. Waldenbooks** held a golf/tennis tournament in September, raising $30,000 for Reading Is Fundamental.

Westview Press recently released Between Struggle and Hope, Valerie Miller's study of the Nicaraguan literacy campaign, which is often cited as a model national effort.

White Castle Systems, Inc. is providing meeting space for the Steering Committee of the Ohio Literacy Network, that state's coordinating body.

NOTES FROM BCEL

In The Works:

BCEL Bulletin

BCEL is developing a new technical assistance aid titled BCEL BULLETIN. Each issue, to be published periodically, will provide guidance on topics of interest to the business and literacy communities. The first issue, to be ready by Spring, will provide practical advice to businesses wishing to develop employee volunteer tutor programs in cooperation with local literacy providers. Two subsequent issues will give information to companies considering company-sponsored basic skills programs for employees, and literacy programs seeking advice on how to effectively approach businesses for support.

Publications Available:

- *TURNING ILLITERACY AROUND: An Agenda For National Action* consists of two BCEL working papers (by Donald McCune/Judy Alamprese, and David Harman) which assess the short- and long-term resource needs of the adult literacy field and present recommendations for public and private-sector action. The set is available for $10. Please send **prepayment** check made out to BCEL with your written order.

- *PIONEERS & NEW FRONTIERS* is a BCEL paper (by Dianne Kangisser) which assesses the role, potential, and limits of volunteers in combating adult illiteracy. Copies are $4.50 each and should be ordered in writing with a **prepayment** check to BCEL.

- *Functional Illiteracy Hurts Business* is a leaflet designed primarily as an aid for local literacy programs in their fundraising efforts. It gives specific suggestions to business on how to help support adult basic skills programs. Programs can insert their names and addresses on the back flap. Copies are available at no cost for a modest supply but due to heavy demand there is a small per-item cost for large orders.

- Back issues of the BCEL Newsletter are available at no cost for up to 24 copies and at 25¢ per copy thereafter. Newsletters may be reproduced in whole or part without permission but with attribution to BCEL.

The **Business Council for Effective Literacy** is a publicly-supported foundation established to foster greater corporate awareness of adult functional illiteracy and to increase business involvement in the literacy field. BCEL officers and staff interact with literacy programs and planners around the country—continually assessing their activities, needs, and problems—so as to provide responsible advice to the business community on the opportunities for their involvement and funding. BCEL's work is carried out largely through a varied publications and technical assistance program.

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ANPA now hopes to broaden the scope of newspaper industry involvement in literacy, and is preparing a series of "how-to" booklets which will explain how newspapers can set up tutoring programs and otherwise work with local literacy groups. A first step in increasing newspaper involvement will be that of increasing publishers' awareness of the literacy issue as it affects their communities. ANPA is alco considering establishing a "Pulitzer Prize" for model literacy projects. *

d. Marcia Horn described Printing Industries of America's recently-established Graphic Arts Literacy Action Project (GALAP) which is aiming at increasing printing industry literacy activity. To date, GALAP has run a literacy-awareness ad and an article by BCEL's Dan Lacy in PIA's Communicator newsletter. (Waldman Graphics has agreed to reprint that article for wider distribution, as will BCEL itself.) *

Most recently, GALAP has been working with the Miller Printing Equipment Co. to set up a special awareness/in-kind-service project to be conducted at an upcoming industry trade show in Los Angeles. In this project, the Miller exhibit will be printing literacy-awareness posters using a design to be developed by the Coalition for Literacy. In so doing, printing-industry attendees at the trade show will become more aware of the literacy issue, while the literacy field will receive useful, professionally-prepared public-awareness materials. Bill Hohns commented that the print industry will likely be able to provide more such assistance, but that the literacy field must now more clearly identify what it needs.

1/10/86 will be ready in 2 wks

Discuss at CL mtg.

e. Gloria Lanza-Bajo reported that the American Association of Advertising Agencies first got involved in literacy in 1979 when it provided funding to the CONTACT Literacy Center. More recently, AAAA has been working with the Coalition for Literacy in the Coalition's three-year national multi-media awareness campaign. A recent Coalition research project indicated that during the first eight months of the campaign, the percentage of Americans aware of the literacy problem had increased from 20% to 30%. The Coalition meanwhile continues to need resources--both financial and in-kind--and will welcome further print-industry contributions.

xerox for Team intro

f. Bob Farley cited a recent Magazine Publishers Association grant to the Coalition for Literacy and described an appeal made by the Association's president at their annual meeting for greater magazine involvement. At that meeting the Association conducted a raffle whose proceeds went to the Coalition. Ms. Magazine publisher Pat Carbine is taking a leadership role in trying to get member magazines to run Coalition ads, and a special attempt will be made to involve the American Association of Magazine Editors, as well.

(see Lanza-Bajo memo, 12/9/85)

APPENDIX J
Report of the Second Session
of the National Conference
of Urban Literacy (June,198

REPORT OF
THE SECOND SESSION OF THE
NATIONAL CONFERENCE ON URBAN LITERACY

JUNE 17-18, 1985

Monterey, California

Sponsored By

THE MAYOR'S COMMISSION ON LITERACY
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This report has been prepared by the Mayor's Commission on Literacy in Philadelphia, Joseph Torsella, Editor. For questions or comments, please contact the Commission at 702 City Hall Annex, Philadelphia, PA 19107, or by telephone at (215)686-8652.

Typing by Debbie Moran and logo design by Jean Drumm, volunteer, Mayor's Commission on Literacy in Philadelphia.

The ad campaign has had significant results in the first six months. Advertising Council records show that the ads on TV, radio, and in newspapers, consumer magazines and the business press have already reached millions of people. The dollar value of the advertising time and space contributed just through April 1985 is nearly $6,000,000.

Contact, Inc., has received over 13,500 telephone calls since January. 70 percent were from those interested in volunteering, 18 percent from potential students, and 12 percent from those seeking general information on illiteracy.

In addition, the Coalition's activities over the past four and half years have stimulated the interest of many other organizations. The media have developed a whole range of feature stories, dramatizations, documentaries and in depth interviews. Mrs. George Bush has become a preeminent spokesperson for the cause. With the active encouragement of the United States Department of Education, The Business Council for Effective Literacy and the Coalition, about thirty of the states are developing their own coalitions to foster and coordinate literacy services. About twenty state and local information and referral telephone numbers have been established with the approval of the Coalition. These numbers represent all the major service providers in their areas and assist Contact in dealing with inquiries.

The next steps of the Coalition's public awareness campaign include:

* Member networks to promote the use of ads in their local communities.

* Expanded but more focused marketing of the ads to generate more financial support for literacy services.

* Providing technical assistance to strengthen existing state and local coalitions and to encourage the formation of additional planning/coordinating bodies.

* Assessment of the results of the campaign's first year in order to plan new strategies and additional campaign ads for greater impact in the second and third years.

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2. The Business Council On Effective Literacy

Dan Lacy

The Business Council for Effective Literacy was set up in January, 1984 and initially funded by a $1,000,000 personal gift from its chairman, Harold W. McGraw, Jr. A principal project of BCEL was to commit $400,000 to the Coalition for Literacy to help meet the out-of-pocket costs of the Advertising Council Campaign sponsored by the Coalition and of the Coalition's related activities.

BCEL also issues a quarterly newsletter sent to approximately 5,500 corporate executives and to as many as 4000 literacy and educational leaders. It has produced and made available on request a leaflet intended for use by local literacy programs seeking business support. It has also issued a report on the use of volunteers by Dianne Kangisser and two studies of literacy programs and needs in the U.S., one by a committee chaired by Donald McCune and one by David Harman. Other similar studies are planned on particular subjects.

Through correspondence with governors, mayors, superintendents of education, ABE directors and literacy leaders and discussions with business leaders, BCEL has attempted to encourage the creation of coordinating literacy councils or similar organizations in states and urban areas and active business participation in them. Executives of BCEL have visited 17 states to meet with business and literacy leaders and to speak at meetings.

It is also working through trade associations. On July 18 it is hosting a meeting of representatives of eight major organizations concerned with the world of print. Most of these, like Printing Industries of America, the American Newspaper Publishers association, the Magazine Publishers Association, and the American Booksellers Association, have already adopted programs to help meet problems of adult functional illiteracy. We hope to link these in a major industry-wide effort. Similar approaches are planned for other major industrial groups.

BCEL is ready to cooperate in any way it can in enlisting business support for literacy programs in any major urban area.

3. STATE LITERACY INITIATIVES

Jean Hammink

Statewide literacy iniatives vary a great deal in both degree and kind. Over thirty states have some level of increased activity or attention into adult literacy. These states are listed below.

California
Colorado
Connecticut
Florida
Georgia
Hawaii
Illinois
Indiana
Iowa
Kentucky
Maine
Maryland
Michigan
Minnesota
Mississippi
Nebraska
New Jersey
New York
North Carolina
Ohio
Oklahoma
Oregon
Pennsylvania
Rhode Island
South Carolina
Tennessee
Texas
Virginia
Washington
West Virginia

However only twenty states have a formal structure for coordination of adult literacy service providers. These states are:

California
Conneticut
Georgia
Indiana
Maryland
Minnesota
Ohio
Pennsylvania
Texas
Washington
Colorado
Florida
Illinois
Kentucky
Michigan
New York
Oklahoma
South Carolina
Virginia
West Virginia

Eleven states have the public support of the governor or have appointed a group to deal with adult literacy. These are:

California
Illinois
Kentucky
Minnesota
Pennsylvania
Tennesee
Georgia
Indiana
Michigan
Ohio
South Carolina

Eleven states also have a statewide toll free number for an information and referral system. They are:

Conneticut
Illinois
Kentucky
Minnesota
New Jersey
West Virginia
Georgia
Indiana
Maryland
Nebraska
Pennsylvania

Nine states have either proposed or approved legislation for increased state funds. They are:

California
Illinois
Minnesota
Pennsylvania
Washington
Florida
Kentucky
New York
Tennesee

Six states have the active involvement of the private sector in their literacy campaigns. They are:

Georgia
Maryland
Minnesota
Illinois
Michigan
Texas

Most statewide efforts have been initiated and coordinated by one of three groups. Leadership in many states has come from the Adult Basic Education Program/Library System or state volunteer organizations. Second, many states have also responded to iniatives by the United States Department of Education. A letter was sent to all governors from former Secretary of Education, Bell. Lastly, many statewide efforts have developed in response to a letter from Harold McGraw Jr. of the Business Council for Effective Literacy to all governors.

4. The Network, Inc.
Conclusions From The Promising Practices Search Of The National Adult Literacy Project

Renee Lerche

The National Adult Literacy Project was designed to:

- Promote cooperation and collaboration between the public and private sectors to offer literacy instruction to the many adults who need and desire it; and

- improve service through the spread of the best information available on literacy practice and instruction.

To accomplish this mission, one critical task was the conduct of nationwide Promising Practices search. The search was designed to be comprehensive and broad-based; nominations from a variety of public and private sector settings were soliciated nationwide. However, it was not intended to be a validation study of existing programs or to yield an exhaustive directory. One result of our NALP work, Effective Adult Literacy Program: A Practitioner's Guide, will be published by the Cambridge Book Company this fall. This Guide is designed to provide literacy practitioners with the most current, state of the art information on effective literacy practices.

The Guide is based on our examination of literacy programs offering a variety of services to participants -- such as basic skills instruction, English as a Second Language (ESL) instruction, and job training. In total, 250 programs responded to a mail survey; 38 were subjects of an intensive field investigation. Represented are programs operated by State/Local Education Agencies, Employment and Training agencies and organizations, Community Based organizations and Corrections, Military, and Postsecondary organizations.

Reflection on our fieldwork and survey results has provided us with a unique perspective on the state of adult literacy education in the United States.

We began by focusing our attention on the parts or components of programs, with an eye to identifying promising literacy practices rather than model programs. Yet, the central finding of the NALP Promising Practices Search was that programs with a commitment to integrate and systematically plan, implement, and evaluate all aspects and components of their educational process -- those that create a coherent system of adult literacy instruction -- appear to be the ones that are most successful.

These programs have the following general characteristics:

- They are clear about their overall goal and philosophy of instruction.
- They develop measurable goals for every component of their program (i.e., recruitment, orientation, counseling) so that they can monitor their success in meeting these goals.
- They assist potential learners in determining if the program is well-suited to the learners' goals and expectations.
- They are explicit about intended learning outcomes for participants and their standards for judging success in achieving these outcomes and this information is shared with program participants.
- They carefully diagnose learner's educational needs and strengths and develop an individually tailored learning plan for each participant.
- They tie learning objectives to instructional methods and materials and assessment strategies.
- They provide frequent feedback to learners on their progress in mastering their learning objectives and they carefully document that progress.

* They frequently evaluate their program's effectiveness in meeting its goals in each of the component areas, and they use this evaluation data to improve their literacy program.

While not the only examples, two educational systems which exhibit these characteristics are:

* the Comprehensive Competencies Program (CCP) developed by Remediation and Training Institute with funding from the Ford Foundation; and

* the California Assessment System for Adult Students (CASAS) developed by San Diego Community College District and the CASAS Consortium with support from the California Department of Education.

Much is being done by dedicated professionals, volunteers and community members. We were encouraged by the many promising practices we were able to describe. Yet, we must continue to call attention and resources to the delivery of quality and systematic services to those in need.

E. URBAN LITERACY CAMPAIGNS: EAST/WEST

1. Urban Literacy Initiatives: An Overview

Jean Hammink

This presentation is divided into two parts and provides an overview of urban literacy initiatives throughout the United States. The first part is a review of specific urban efforts as well as the sources of leadership for literacy within each City. The second part is a synthesis and summary based on the experiences in these twelve cities. This summary identifies the common elements among all these urban initiatives and suggests a model for an urban effort.

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Baltimore: In Baltimore leadership for urban literacy has come from the Mayor's Commission on Literacy. The thrust of the effort has been three-fold: to develop new private resources, to increase public awareness, and to put in place an information referral network. Additionally, leadership has come from a coalition of service providers. This group's efforts have been complimentary to those of the Mayor's Commission, and have focused on service development, coordination, and communication.

Boston: The leadership in Boston has been from the public sector. Public monies (Federal, State and City) have been directed at illiteracy through City agencies. A demonstration project has resulted in the creation of a network for adult literacy. The City's resource center provides coordination of efforts and works toward service development.

Chicago: A number of different elements have provided leadership for Chicago's effort. The Reading Coordinating Council, a coalition of providers, has worked for greater communication and coordination among literacy organizations. The private sector has been active through the Chicago Tribune Foundation, which seeks to develop new resources. These efforts have the support of Mayor Washington who is active as a spokesperson for the problem.

Cleveland: The Mayor of Cleveland recently convened the Greater Cleveland Communications Skill Study Group which has been at the forefront of literacy efforts is that City. The group researched the problem and its impact on Cleveland, and has made several recommendations, particularly the development of a literacy campaign and a coalition for adult literacy. The group's efforts so far have focused on increasing public awareness of the problem and service development (including expansion and standards for adult literacy programs).

Detroit: A number of groups in Detroit have been involved in that City's program for literacy. The most active have been the Library, the City's Board of Education, a volunteer group for adult literacy, New Detroit and the Michigan State Department of Education. There is strong political support for the issue; the Mayor and the City Council have both endorsed it. Efforts have been directed toward greater public awareness and locating private resources.

Houston: The main leadership for literacy in Houston has come from a group called READ (Reading, Education and Development Council). This group includes all relevent private and public agencies as well as literacy service providers. Its agenda has been broad and has focused on communication, coordination, planning, service development, awareness, and development of new public and private resources.

Los Angeles: Two groups have been most active in Los Angeles. The first is City and County library system which provides direct services and has worked to build up existing service delivery systems. The second group from which leadership has come is an informal coalition of service providers which has worked in three primary areas: coordination, communication, and information and referral.

Minneapolis/St.Paul: The key agency for adult literacy in the Minneapolis/St.Paul area has been Literacy '85. A private foundation project, Literacy '85 has embarked on an ambitious program which includes the following elements: communication, information and referral, service development (effectiveness, accountability, and expansion) and development of public awareness. The Mayors have been supportive of the project work and have been positive regarding the issue. Their involvement has primarily been with public awareness and with the City's programs for adult literacy.

New York City: New York's literacy campaign has a number of components. The City's municipal fund has provided a substantial financial committment - 35 million dollars over 4 years - to deal with the issue. This money is directed towards expanding existing services and is channeled through Libraries, the Board of Education, the City college, and the community based organizations around the City. The Literacy Assistance Center focuses its efforts on coordination, information and referral, communications, planning, and service development (particularly regarding accountability and expansion). Lastly, New York has a coalition of adult education providers, composed of community based organizations. This group has been involved in communication, coordination, and public resource activities.

Philadelphia: The leadership for literacy in Philadelphia has come from the Mayor's Commission on Literacy. The Mayor of Philadelphia has been a strong supporter of literacy, and the Commission has undertaken a program which includes the following elements: communication, coordination, information and referral, service development, awareness activities, and development of new resources. In addition to the Mayor's Commission, there is also an active coalition of service providers which has been working in the areas of planning and coordination.

San Antonio: Leadership for adult literacy in San Antonio has developed out of the Mayor's office. A project which was started through the Mayor's office, United San Antonio, had a subcommittee on adult literacy. This subcommittee has since developed into the Greater San Antonio Literacy Council, and plans to be active in a number of areas including communication, awareness activities, service development and resource development.

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Thus, while each City has chosen a different route, many common elements exist among all these urban literacy intiatives. While each City has stressed different activities, most have some of the following components: communication, coordination, awareness, public and private resource development, strategic planning, and service development (expansion, accountability, and effectiveness).

• APRIL • 1986

PLUS

PROJECT LITERACY U.S.

NEWSLETTER

STATIONS GET BEHIND PLUS

PBS stations and ABC affiliates — together numbering more than 500 across the country — are gearing up to support Project PLUS. Some are merging PLUS with already successful campaigns; others are launching new efforts.

TWIN CITIES, MN — PBS station KTCA in the Twin Cities will use PLUS to launch a 5-year campaign in Minnesota to promote the joy of reading. The campaign, sponsored by Minnesota's governor and the Minnesota Coalition on Literacy, will seek to bring together the media, government, educators, academics, literacy providers, libraries and funders.

Wendy Wiberg, Senior Publicist for KTCA explained the station's goal will be to promote awareness of reading problems and urge people to seek help. KTCA plans to produce a documentary to motivate those who can't read to find help, and to help those who can read to enhance their skills. A read-a-thon and local seminars in new print technologies are other activities under consideration.

ROCKFORD, IL — The problem of illiteracy is not news to residents of Rockford, Illinois. For over a year, ABC affiliate WREX-TV has been working hand in hand with the Rockford Area Literacy Council, a local group of community leaders dedicated to raising literacy levels in the area. WREX produced a series of PSAs last year with the drama department of the local community college, and has made the subject of literacy a "high priority" for coming months, according to Gene Hines, Director of Public Affairs.

"We've had tremendous response from volunteers, and an especially high response from non-readers to our PSAs," notes Hines. A recent news feature on the Literacy Council resulted in "phones ringing off the hook," he says. The local Gannett newspaper has also made literacy a priority, and looks forward to working with WREX on PLUS.

Hines has also met with Sen. Paul Simon (D-IL) and his local congresswoman to discuss their participation in WREX's local PLUS efforts. The station is "married to the problem of illiteracy," he reports. "We will continue to spotlight illiteracy through PLUS, working with our Literacy Council."

DETROIT, MI — PBS station WTVS/Detroit launched an extensive statewide outreach campaign for literacy this past fall. Intense interest was generated through a teleconference, PSAs, and a local documentary. These were accompanied by a live call-in show and a recruitment telethon that generated 3500 responses for tutors and students, according to community affairs executive Beth Konrad.

Outreach established the Adult Reading Network of Southwestern Michigan as well as an extensive network with penetration into counties, municipalities and school districts throughout Michigan. WTVS's efforts received the endorsement of the four major Detroit television stations, radio and major newspapers. Today the station is involved in training 1500 volunteer tutors.

SEATTLE, WA — In March, invitations went out to prominent educators and community leaders in the Seattle area to a meeting sponsored jointly by ABC's KOMO-TV and PBS's KCTS to discuss plans for PLUS. According to Regen Dennis, Director of Community Affairs for KOMO and Susannah Malarkey of KCTS, the meeting will provide a first step toward convening a PLUS task force for Seattle.

Dennis notes that interest in the problem of illiteracy in Seattle is high. The local newspaper has made illiteracy one of their major public affairs priorties this year. "They will be a big ally in PLUS," she says. She adds that the newspaper editors will support PLUS, and are considering a special insert issue on the subject of illiteracy in the summer.

KENTUCKY, MISSISSIPPI, ARKANSAS — Also in March, the Kentucky ETV Network announced the availability of their new General Education Diploma (GED) series to complement PLUS. KET joined with the Mississippi Authority for Educational Television to produce a $2 million, 43-part GED series to provide dropouts with an opportunity to study at home. The series will be offered for national broadcast on PBS. In addition, the Arkansas PTV network is producing a 60-minute documentary, "Your Second Chance," to kick off the KET/GED series.

Accompanying this series will be a number of supporting activities including a promotional campaign and outreach development at the local level around the country with cooperation from state departments of education.

FORT WAYNE, IN — Addressing the problem of adult illiteracy is a high priority of citizens of Fort Wayne. Ed Metcalfe will be the first to tell you.

Metcalfe, President and General Manager of ABC affiliate WPTA-TV, has been concerned about the problem of illiteracy in the Allen County area for a long time. He is a leader of the Fort Wayne Literacy Program Task Force, and he has made adult illiteracy a public affairs priority for WPTA.

Metcalfe is one of a number of ABC affiliates who first brought the subject of adult illiteracy to the attention of ABC, and along with Martin Umansky, Chairman of KAKE-TV in Wichita, he is one of the prime moving forces behind PLUS.

Metcalfe has been busy spreading the word about illiteracy and PLUS throughout the Hoosier state. Last month, the Indiana Broadcasters Association agreed to join forces with a statewide task force to study the problem — the result of a presentation on illiteracy by Metcalfe. He notes that WPTA-TV literacy coordinator Jan D'Italia and her PBS counterpart are currently contacting local community leaders to assemble a Fort Wayne PLUS task force.

TOLEDO, OH — When Scott Sheridan, Promotion/Public Service Manager at ABC's WDHO-TV in Toledo learned that Jim Duffy, President of Communications, ABC Television, was making a visit to nearby Cleveland, he had an idea. He drove to Cleveland and asked Duffy (host of ABC's "American Television and You" series) to tape a special PSA on illiteracy for WDHO at studios of ABC affiliate WEWS-TV.

abc / PBS

Sheridan also lined up an adult learner from the Toledo area and a tutor to tape spots for WDHO's soon-to-air series of PSAs for PLUS.

These PSAs are part of extensive participation in PLUS planned at WDHO. Sheridan reports that many local organizations have contacted him about PLUS already. "Everyone has been very excited and willing to contribute," he says.

WDHO and WGTE-TV, the local PBS member station, plan to share a booth at the local county fair with the Toledo Area Literacy Council and the Junior League's Project READ. Sheridan says this will provide an excellent opportunity to respond directly to questions, hand out literature and refer potential adult learners and tutors to the proper organizations.

LOS ANGELES, CA — At KCET/Los Angeles production on the one-hour pilot for "The American Ticket" series — a 26-part basic skills telecourse — is nearing completion. Fern Field, executive producer and Diane Asselin, pilot producer will preview a demonstration tape to adult education and English-as-a-second-language (ESL) classrooms, prison classrooms and libraries in the Los Angeles and San Francisco areas to get student reaction to the pilot.

In support of "American Ticket," project director Bonnie Oliver has assembled an advisory group of 40 literacy providers and organizations with an interest in literacy. Advising the producers on the script is an Industry Advisory Committee made up of prominent producers including Norman Lear, Susan Harris, Garry Marshall, Sidney Sheldon and Suzanne Depasse.

PROVIDENCE, RI — WSBE/Providence is developing plans to produce a local special on illiteracy in Rhode Island. Rita Stein, who coordinates outreach activities for WSBE is also a member of the Rhode Island Adult Literacy Council. Discussions are on-going with the ABC affiliate in Providence for a possible coproduction of this special.

We'd like to know about other PBS and ABC station activities related to literacy and the PLUS project. If you'd like to share information about your plans and activities, please contact PLUS Newsletter, c/o WQED, 4802 Fifth Avenue, Pittsburgh, PA 15213.

GROUPS JOIN IN PLUS WORKSHOP

78 representatives from 58 organizations attended a seminar for national support groups in Washington, DC, January 21 to hear ABC and PBS executives describe the scope of "Project Literacy U.S." (PLUS) and outline how national broadcasts and community activities will be coordinated. Margot Woodwell, Vice President of WQED/Pittsburgh and PLUS Project Director for PBS introduced special guest speakers including Mrs. George Bush, wife of the U.S. Vice President, James E. Duffy, president of ABC Communications and Ted Koppel, host of the ABC program "Nightline." Mrs. Bush hosted a reception at the Vice President's home immediately following the event.

James E. Duffy

Mrs. George Bush

Woodwell & PLUS executives reiterated the goals of the project: to raise national awareness of the problem of adult illiteracy; to support an existing, or mobilize a new, task force against adult illiteracy in every community where there are PBS and ABC stations; and to publicize services and volunteer opportunities. They called on national support groups to publicize the PLUS project to members and encourage them to join a local task force.

Said Duffy, "One thing that ABC and PBS are clear about — we are not experts on the problem of adult illiteracy. We are not educators. We do not see ourselves as taking over or controlling anything. We are sensitive to the fact that many individuals and organizations were working hard on this problem long before we ever thought of becoming involved.

"Our role is different — to create a framework for increased participation, to help organize on the local level through the participation of our stations, and to raise awareness through on-air programming. Our role is to communicate, convene, facilitate. We have created PLUS and asked you to join. But in a real sense it goes the other way too. In creating PLUS we are joining with you."

Mrs. Bush commented about PLUS: "No problem is more threatening to the public interest than illiteracy. What ABC and PBS are doing is unprecedented, but I fervently hope it will set its own precedent. This cooperation is of immense significance and promise.

"The pervasive influence of television has never been used so widely to such a good end. PLUS holds the potential for reaching virtually every American."

PLUS TELECONFERENCE ANNOUNCED

PBS has scheduled a national PLUS teleconference for Monday, June 2, 3-4 p.m. (ET). ABC and PBS stations and PLUS task forces will be briefed by the PLUS program producers, outreach coordinators and promotion directors on the project's progress and plans. Contact your PBS PLUS coordinator for local time and place.

PLUS SPEAKS

PLUS representatives are scheduled to speak, or have spoken to, conferences for many national support groups including:

American Legion/National Commission on Education and Americanization Committee
American Library Association
Association of Junior Leagues
Coalition of Adult Education Organizations
Commission on Adult Basic Education
Correctional Education Association
Laubach Literacy Action
Literacy Volunteers of America
National Association of Counties
National Council on Adult Education
National Friends of Public Broadcasting
National Governors Association/Human Resources Task Force
National PTA
U.S. Conference of Mayors

If your organization would like to schedule a PLUS presentation at a national or regional conference, please call the PLUS national outreach office at 412-622-1492. The presentation, which can include a videotape segment, will be customized for your audience.

"PTV OUTREACH ALLIANCE"

Regional Coordinators of the Public Television Outreach Alliance will be working with public television stations to make PLUS a success:

Jan Davie, Southern Regional Coordinator
c/o Kentucky Educational Television 606/233-3000

Susannah Malarkey, Pacific Regional Coordinator
c/o KTCS/Seattle 206/543-2000

Beth Mastin, Eastern Regional Coordinator
c/o WETA/Washington 703/998-2766

Deb Miller, Acting Central Regional Coordinator
c/o Nebraska ETV 402/472-3611

NATIONAL ORGANIZATIONS SUPPORTING PLUS

ACTION
dult Literacy Initiative, U.S. Department of Education
Altrusa
American Association of Advertising Agencies
American Association for Adult and Continuing Education
American Association of Community and Junior Colleges
American Association of Retired Persons
American Booksellers Association
American Council on Education
American Council of Life Insurance
American Council for Nationalities Services
American Federation of Teachers
American Industrial Arts Student Association
The American Legion
American Library Association
American Newspaper Publishers Association
American Women's Clergy Association
Appalachian Regional Commission
Assault on Illiteracy Program
Association of American Publishers
Association of Community College Trustees
ssociation for Children and Adults with Learning Disabilities
Association for Community Based Education
Association of Junior Leagues
Business Council for Effective Literacy
Center for the Book in the Library of Congress
Chamber of Commerce of the United States
Coalition of Adult Education Organizations
Coalition for Literacy
Commission on Adult Basic Education
Corporation for Public Broadcasting
Correctional Education Association
Education Commission of the States
Foundation for Children with Learning Disabilities
General Federation of Women's Clubs
Intermedia-National Council of Churches of Christ
International Reading Association
Kiwanis International
Laubach Literacy International
Literacy Volunteers of America
Lutheran Church Women
Lutheran Immigration and Refugee Service
ational Advisory Council on Adult Education
National Alliance of Business
National Association of Counties
National Association of State Universities and Land Grant Colleges
National Association of Private Industry Councils
National Commission on Employment Policy
National Commission on Libraries and Information Science
National Committee for Citizens in Education
National Community Education Association
National Conference of State Legislatures
National Council on the Aging
National Council of State Directors of Adult Education
National Education Association
National Employees Services and Recreation Association
National Friends of Public Broadcasting
National Governors Association
National PTA
National University Continuing Education Association
National Urban League
The Orton Dyslexia Society
Push Literacy Action Now
Reading is Fundamental
Sigma Gamma Rho
United States Conference of Mayors
United States Department of Education
— Division of Adult Education
United States Department of Health and Human Services
— Administration on Aging
— Office of Human Development Services
United States Department of Labor
United Way of America
Volunteers of America

For the millions of Americans who cannot read a street sign, a warning label, or a job application, illiteracy is a terrible personal tragedy. For the nation, the cost of illiteracy runs to tens of billions of dollars a year in unemployment, crime, welfare, and substandard job performance.

Federal studies estimate that as many as 23 million adult Americans are functionally illiterate. Another 35 million are classified as semi-literate, and the numbers are growing. To help America fight adult illiteracy, ABC and the Public Broadcasting Service have begun an unprecedented national collaboration—Project Literacy U.S. (PLUS).

The goals of PLUS are to heighten national awareness of the problem and to increase local efforts to provide help for illiterates within our communities.

PLUS has two major phases.

Outreach development—ABC and PBS will work with national organizations, national and local companies, and local groups to expand community task forces and teaching centers. Outreach development, with participation by local PBS and ABC affiliated stations, will continue throughout the summer.

On-air programming—Beginning in September, ABC and PBS will provide national coverage of the illiteracy problem in news and information programs, plus public service announcements. ABC dramatic programming will play a role in PLUS through programs designed to raise awareness of illiteracy among viewers. ABC Radio will also play a major role.

Supplemental local programming will be provided by PBS and ABC affiliated stations, which will work with others in their communities to encourage those who need help to seek it and those who can provide help to volunteer.

We at ABC and PBS have volunteered our time and resources because we believe television's ability to communicate images, ideas and information can be of great help in conquering illiteracy in America. If you or your organization want more information, write to PLUS, Box 2, 4802 Fifth Ave., Pittsburgh, PA 15213.

PLUS Editorial Ad sponsored by ABC

PUBLICATIONS

Several recent government publications may be helpful to stations and task forces:

Becoming a Nation of Readers: The Report of the Commission on Reading.

This report presents reading as—"the cornerstone for success throughout life." Authors recommend effective methods for teaching reading and stress the importance of reading at home.

Becoming a Nation of Readers was produced under the auspices of the National Academy of Education's Commission on Education and Public Policy with the sponsorship of the National Institute of Education. Copies of the 147-page book are available by sending a check or money order for $4.50 to P.O. Box 2774, Station A, Champaign, IL 61820-8774.

A Nation at Risk: The Imperative for Educational Reform. A Report to the Nation and the Secretary of Education, U.S. Department of Education, by the National Commission on Excellence in Education, April, 1983.

A Nation at Risk responds to a call by the U.S. Secretary of Education for a report on the state of education in America today. The Commission on Excellence in Education supervised the production of the report.

This 63-page booklet issues a forceful challenge to both public and private sectors for sweeping reforms in education institutions: "America's position in the world may once have been reasonably secure with only a few exceptionally well-trained men and women. It is no longer."

A Nation at Risk is available for $4.50 from the Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

The Learning Enterprise: Adult Learning, Human Capital, and Economic Development. Lewis J. Perelman, Council of State Planning Agencies, 1984.

This 63-page booklet challenges conventional approaches to adult learning and calls for cooperative action by business, government, labor and employee organizations, and others, to build a "learning enterprise."

For copies send a check or money order for $10.50 (includes shipping and handling charges) to: The Council of State Planning Agencies, 444 North Capitol St., NW Suite 250, Washington, D.C. 20001.

OTHER RESOURCES

PLUS "White Paper"—20-page booklet produced by ABC for the PLUS project describes PLUS and gives an overview of the illiteracy problem. For a free copy contact PLUS national Outreach, WQED, 4802 Fifth Avenue, Pittsburgh, PA 15213.

Literacy Video Resource Guides are still available. The guide includes information on over 180 adult basic skills videotapes. To receive a copy, send a check for $5.75 to PLUS National Outreach, WQED 4802 Fifth Avneue, Pittsburgh, PA 15213.

The *New Jersey PTV network* has just published the results of a recent survey of 125 PBS adult learning coordinators in 46 states. The survey looked at GED and adult education broadcasts, enrollment and/or viewer statistics, community collaboration, educational materials and promotion.

For a copy of the survey results, contact Paul Taylor, New Jersey Network, 1573 Parkside Avenue CN777, Trenton, NJ 08925.

TASK FORCES GROWING

Margot Woodwell, PLUS project director for PBS, has been working with Ricki Wertz, PLUS outreach director, to help PBS and ABC stations launch PLUS task forces. According to Woodwell, the level of interest in literacy is already substantial, "It is exciting to see literacy task forces growing in anticipation of this project. The number of people who have been enthusiastically waiting for the call to begin is overwhelming."

Assignment: Organize

Of all the questions fielded by the national outreach office of the Public Television Outreach Alliance, "What is a task force?" and "What does a task force member do?" are two of the most frequent.

What *is* a task force? For project PLUS, it's a community team, in operation to take advantage of a tremendous media focus on adult illiteracy. Task force members will include ABC and PBS stations, literacy service providers, adult learners, educators, religious groups, government representatives, fraternal and civic organizations and business leaders. In many communities they will never have met before, although each is concerned about literacy. Their objective? First to assess what literacy programs are available locally and what their needs are, then to pool resources to enhance services—with funding, facilities, volunteers and/or materials, whatever is required. Second, to see that television audiences know where to go for help, or to help, once on-air programming begins.

To accomplish its goals a task force will rely on the diversity of its members. Who knows best the scope of the literacy problem? Probably literacy providers, educators, government representatives. Who knows what motivates someone to learn to read? Adult learners. Who sees illiteracy on a day-to-day basis and can calculate the costs? Business leaders. Who is closest to the people who need help? Many community and religious groups. Who can mobilize volunteers? Civic and fraternal organizations. Who can reach the public? Broadcasters. Working together, each taking a piece of responsibility, task force members can mobilize resources and energies no single group can.

No two task forces are alike. Each is totally dependent on its community and on its members for its definition of work. First meetings will probably be devoted to hearing about the local literacy problem from community experts, and to choosing a task force coordinator. Next meetings can begin to focus on how to take advantage of the PLUS media spotlight to accomplish literacy objectives. There will probably be as many different campaigns as there are reasons for illiteracy: focuses on the elderly, refugees, dropouts, the disadvantaged and others.

PLUS programming is scheduled to run on ABC and PBS TV and radio stations through May, 1987. Many task forces will end their work then, others may continue. Guidelines for task forces working with this television project will be made available by the PLUS national outreach office.

The PLUS Newsletter is published bimonthly by the national office of the Public Television Outreach Alliance, WQED, 4802 Fifth Avenue, Pittsburgh, PA 15213.

Metropolitan Pittsburgh
Public Broadcasting, Inc.
4802 Fifth Avenue
Pittsburgh, PA 15213

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PROJECT LITERACY U.S. (PLUS) WORKSHOP
The WESTIN HOTEL
Washington,DC
Tuesday, January 21, 1986

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Presentation Writer - ABC

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The WESTIN HOTEL
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Public Television Outreach Alliance

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Project Director, Project Literacy U.S.

PROJECT LITERACY U.S. (PLUS) WORKSHOP
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Washington, DC
Tuesday, January 21, 1986

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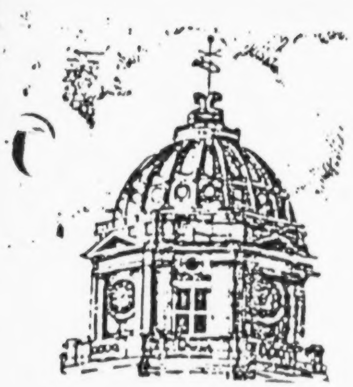
Sharon Darling
Kentucky State Department of Education - ABE

APPENDIX L
Local Literacy Support



OFFICE OF
MONROE COUNTY COMMISSIONERS
Court House, Room 322
BLOOMINGTON, INDIANA 47401

Telephone 333-3550

Robert Doty
824-9123

Phillip F. Rogers
876-5723

Charlotte Zietlow
339-7188

PROCLAMATION

WHEREAS an estimated 23 million Americans are illiterate and an additional 23-26 million Americans are functionally illiterate; and

WHEREAS 25.3% of the people in Monroe County over the age of 25 do not have the equivalent of a high school diploma; and

WHEREAS Volunteers In Tutoring Adult Learners is a not-for-profit Program dedicated to serving the educational needs of those residents of Monroe County in need of basic skills, help in preparing for the GED test or help in learning to read, write and speak English as a second language; and

WHEREAS VITAL has proved to be most successful; and

WHEREAS literacy is essential for a successful state and city;

NOW, THEREFORE, we, the Monroe County Board of Commissioners, hereby proclaim the month of September as Literacy Month in Monroe County, and encourage appropriate recognition of the importance of literacy and all that this timely initiative can bring to the general well-being and continued progress of our County, State, and Nation.

BOARD OF COMMISSIONERS

Charlotte Zietlow
Charlotte Zietlow, President

Robert Doty
Robert Doty

Phillip Rogers
Philip Rogers

August 30, 1985
DATE

city of bloomington
box 100, municipal building, bloomington, indiana 47402

office of the mayor
(812) 339-2261 x59

PROCLAMATION

WHEREAS, An estimated 23 million Americans are illiterate and an additional 23-26 million Americans are functionally illiterate; and

WHEREAS, 25.3% of the people in Monroe County over the age of 25 do not have the equivalent of a high school diploma; and

WHEREAS, Volunteers in Tutoring Adult Learners is a not-for-profit program dedicated to serving the educational needs of those residents of Monroe County in need of basic skills, help in preparing for the GED test, or help in learning to read, write and speak English as a second language; and

WHEREAS, VITAL has proved to be most successful; and

WHEREAS, Literacy is essential for a successful state and city.

NOW, THEREFORE, I, Tomilea Allison, Mayor of the City of Bloomington, do hereby proclaim the month of September, 1985 as

LITERACY MONTH

in Bloomington, and encourage appropriate recognition of the importance of literacy and all that this timely initiative can bring to the general well-being and continued progress of our City, State and Nation.

IN WITNESS WHEREOF, I have hereunto set my hand and caused to be affixed the Seal of the City of Bloomington, this 28th day of August, 1985.

Tomilea Allison

Tomilea Allison
Mayor
City of Bloomington

Liberia, leprosy control 21179
Libraries, shared services 2681
Library 4574 5318 19091
Library (American history) 18381 18713
Library (art history) 107
Library (art) Israel 14942
Library (arts) 12588
Library (Asian) Philippines 14382
Library (botanical) 9840
Library (braille) 674 1023 12271
Library (college) 130 3170 3251 3371 4237 5754 7149 7154 7196 9848 11264 12317 12323 12358 12988 13183 13199 16075 18598 18622 18625 18686 18829 19320 19544 19572 19661 21512 21580
Library (college) acquisitions 9755
Library (college) arts & humanities 3171
Library (college) association 15655
Library (college) biology 19935
Library (college) construction 6720 7108 10766 12220 13067 13071 13940 16094 21397
Library (college) endowment 145
Library (college) expansion 18700 19686
Library (college) management 3045
Library (college) microfilm center 18697
Library (college) network 12819 17956
Library (college) renovation 5777 7061 7094 7199 17396 20423
Library (college) resources 19938
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Library (Congressional) assembly 3052
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Library (East Asian) 15280
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Library (Presidential) 460 586 6380 7284 12538 17609 17699 18113 20036
Library (public) 352 534 1546 2329 2451 2868 5398 5946 6170 6376 6486 6791 7610 8920 9671 9672 9722 9966 10033 10190 10295 10830 12152 12179 12436 13158 13256 13415 14912 15066 16021 16646 17837 17894 17911 18933 19464 19905 19964 20418 20422
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Library (public) law information 16399
Library (public) outreach 3054
Library (public) reading program 7254 16051 16347
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Library (public) workshop 7952
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Library (research) network 2414 3059 12906
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Library (university) computer 975
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Library (university) conservation 3056
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Library (university) expansion 2405 7183 10726
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Library (university) Hispanic archives 15472
Library (university) Israel 12977
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Management (educational) 3482
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Management aid, small businesses 9629
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Appendix
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Lynn Wood
Janie Marck, Dept of Ed
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Susan Greene, Dept. of Ed
517.
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Leukemia, research 1161 6556 6566 12574 12729 13277 15695 16601 19914 20297 21121 21323
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Lexicography, research 13766
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Liberia, medical research 15312
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Library (art) expansion 22308
Library (art) Israel 15749
Library (art) research 2379
Library (art) teaching aids 17686
Library (college) 9877 11165 16527 19863
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Library (college) association 4124
Library (college) books 12402
Library (college) business 22178
Library (college) construction 6103 6117 8190 13548 19459 20780 22255
Library (college) endowment 179
Library (college) equipment 2901 20451
Library (college) expansion 5602 5966 6126 6144 6145 8766 9028 9655 12310 12743 12906 18227 19419 19478 19596 19649
Library (college) microfilm 19438
Library (college) renovation 2766 2791 4371 5965 6817 13037 18172 19632
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Library (fine arts) 13491 13658
Library (geology) 535
Library (historic preservation) 20786
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Library (independent school) renovation 1320 11305 11329
Library (international law) 13581
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Library (law) renovation 2816
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Library (medical) 230 1615 2955 6222 10888
Library (medical) England 13505
Library (medical) hospital 3153
Library (medical) Latin America 15490
Library (mobile) Philippines 1680
Library (music) 15129 22309
Library (music) opera 15167
Library (music) periodicals 9826
Library (performing arts) 1916 10643
Library (philanthropy) 21331 21332
Library (presidential) museum 534 621 4933 5371 5585 6223 9274 13350 18629 18842 20202
Library (public affairs) 97
Library (public) 451 859 1565 2837 3682 4632 4908 5216 5649 6736 7252 7403 9690 9759 9760 10158 10357 10368 10519 10700 10908 10909 12161 12536 13012 13328 13445 13836 14005 14009 14061 14338 14619 16167 16404 18546 19538 19742 19879 20191 20336 21473 21519
Library (public) acquisitions 2788 20280 20737
Library (public) aged 9734
Library (public) aid 2174
Library (public) blind services 3472
Library (public) community standards 17 12423
Library (public) construction 2238 2241 5740 16944 16988 18202 20393 20734 20949 21270 21281 21286 22075
Library (public) corporate use 13365
Library (public) equipment 1398 8671 13514 19922 19923 19951 21181 21246
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Library (public) land purchase 20736
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Library (public) Native Americans 16926
Library (public) oral history 16895
Library (public) rare books 13444
Library (public) regional database 21292
Library (public) renovation 8753 16981 16983 20024 21958
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2-27-86

To: Hope L. Elkins
Re: Your 2/10 letter to Gilbert

LUTHERAN
CHURCH WOMEN
2900 QUEEN LANE
PHILADELPHIA
PENNSYLVANIA
19129
GErmantown 8-2200

This is a late response because your letter went to two wrong offices. I hope you can still use this information. I'd be glad to answer any questions you have. ✓

In 1980 the only LCA funding of adult literacy was by Lutheran Church Women, as follows:

45,000 for direct program exp.
and 45,800 for personnel (staff, secretarial, rent, etc.)
TOTAL: 90,800

In 1985 most of the LCA (Lutheran Church in America) funding of adult literacy was from Lutheran Church Women, as follows:

$ 110,000 for direct program expenses
50,000 for personnel costs (staff secretarial, rent, phone et
$ 160,000

Sincerely,
Martha A. Lane
Coordinator

INDIANA UNIVERSITY

SCHOOL OF EDUCATION
Education Building
3rd and Jordan
Bloomington, Indiana 47405

February 10, 1986

W. Kent Gilbert III
Executive Director
Lutheran Church in America,
Division for Parish Services
2900 Queen Lane
Philadelphia, PA 19129

Dear Mr. Gilbert:

I am a member of the evaluation team for the National Literacy Campaign sponsored by the Coalition for Literacy.

In addressing the evaluation we asked the following questions: 1) Has there been an increase in awareness of problems confronting functionally illiterate adults? and 2) Has there been an increase in the human, site, and funding resources available to combat these problems?

We are collecting funding information from a variety of organizations. Could you tell us the amount of money your church, ha~~s~~ve given to adult literacy activities in the United States during the two years, 1980 and 1985? We would also be interested in knowing of your in-kind contributions such as housing, telephone services, secretarial work, etc. for those years.

Our final report will be presented to the Coalition on May 1; therefore, we must gather the data as quickly as possible. Could you send us your information by February 24?

Thank you for any help you can give, and I will be looking forward to hearing from you. If you have any questions, please feel free to call me at (812) 335-9160.

Sincerely,

Hope L. Elkins

Hope L. Elkins
Evaluation Team Member
Indiana University

psf

American Association of Advertising Agencies Inc., 666 Third Avenue, New York, N.

October 3, 1985

Mr. Roger Parent
Acting Executive Director
American Library Association
50 East Huron Street
Chicago, Illinois 60611

Dear Roger:

Enclosed is the AAAA's check for $1000 for a two year sponsoring membership in the Coalition for Literacy.

The check demonstrates our continued commitment to support this project.

Cordially,

Gloria

Gloria Lanza-Bajo
Vice President

GLB/mer
Enc.
cc: Leonard S. Matthews
Coalition Executive Committee

STATE OF INDIANA
ROBERT D. ORR - Governor
DEPARTMENT ON AGING & COMMUNITY SERVICES
115 North Pennsylvania Street
Indianapolis, Indiana 46204
JEAN MERRITT
Executive Director

DATE: October 11, 1985

TO: Prospective Applicants, Older Adult Literacy Initiative

FROM: Jean Merritt, Executive Director Jean Merritt

RE: Literacy Grants

The Department has received a grant from the Administration on Aging to ameliorate the problem of older-adult illiteracy. The Department will grant these funds to organizations working in this area. Please see the attached fact sheet.

The Request for Proposal (RFP) packets will be mailed to interested agencies on October 18, 1985 and must be returned to the Department, postmarked no later than November 29, 1985. Grant awards will be made in late December or early January of 1986.

If your organization wishes to receive an RFP packet, please complete the letter of intent, included with this memorandum.

Questions may be addressed to John Niemi (317)232-7146.

JM/JCN:tg

Enc.

cc: David Wright, Deputy Director

2:32-33-34

FACT SHEET

The Department on Aging and Community Services has received a grant from the Administration on Aging. The purpose of the funding is to reduce functional illiteracy amongst the older population.

Functional literacy is defined as being able to function within the person's environment - in the community, within the home and at the work place.

The older population is comprised of persons 60 years or older.

The Department will grant funds to organizations involved with literacy. The grants may vary in size from $500.00 to $4,000.00, including 10% local match. The Department intends to fund $54,608.00.

The funds are to be expended between January 1, 1986 and December 31, 1986. Programmatic reporting will be required quarterly for all of calendar year 1986.

Recommendations for funding will be made to the Executive Director of the Department by an appointed Executive Review Panel.

DATE:

TO: Jean Merritt, Executive Director
Indiana Department on Aging and Community Services

FROM: ______________________________
____
____
____

Please send a Request-for-Proposal packet for Older Adult Literacy Initiative to the above named agency. The contact person for this application will be ______________________________, Telephone (___)__________.

This agency is a public agency/not-for-profit agency (line through the inappropriate agency).

If a not-for-profit agency, this agency has 501(c)3 status or will apply through such an agency as fiscal agent.

The geographic area that our organization serves is:

____
(Describeneighborhood. city, county, etc.)

American Association of Advertising Agencies Inc., 666 Third Avenue, New York, N.Y. 10017 • (212) 682-2500

59

March 3, 1986

To: Coalition Executive Committee

Re: BCEL Broadcasters Meeting

Thought you'd be interested in the Minutes of the above mentioned meeting. BCEL continues to make an effort with the media to help with literacy efforts.

Cordially,

Gloria

Gloria Lanza-Bajo
Vice President

GLB/mer
Enc.

BCEL

MEETING OF BROADCAST MEDIA GROUPS

LOCATION: The Business Council for Effective Literacy, Inc.
1221 Avenue of the Americas
New York, New York 10020

DATE: January 22, 1986

IN ATTENDANCE: See attached list

I. Introduction

A. Harold W. McGraw, Jr. opened the meeting by welcoming those in attendance and stressing the importance of the business sector's involvement in the issue of adult literacy. He cited the ways in which business is already involved via funding and in-kind assistance to literacy programs and leadership at local, state, and national levels. He said that the Business Council for Effective Literacy was founded almost two years ago to promote business involvement. BCEL has already met with representatives of the print media and is, in this meeting, now turning its attention to broadcasters.

B. Gail Spangenberg described BCEL's three primary functions to date--publications, technical assistance, and grant-making--as follows:

- Publications: BCEL publishes a quarterly newsletter which is mailed to 13,000 leaders in the business and adult literacy fields. Other publications to date have included a pamphlet (over 50,000 distributed to date) for literacy programs to use when communicating with the business sector, three monographs (containing major public and private-sector recommendations for action), and a state directory of key adult literacy contact persons. The Council is also preparing a series of "how-to" bulletins on topics of special interest to businesses and literacy programs. The first two bulletins will be for business and provide guidance on how to develop employee volunteer programs and basic skills programs for employees.

- Technical Assistance: BCEL provides guidance in various other ways. For example, the staff gives many keynote speeches at state and national literacy events, works directly with individual companies and groups of companies, meets regularly with persons in the literacy field, contributes to national policy development through its monographs and meetings with congressional leaders, and actively works to help advance state and urban planning.

- Grant-making: In 1984 BCEL made a $400,000 grant to the Coalition for Literacy to support the Coalition's national literacy awareness campaign. The Council is working to develop other funding services (public and private) for the literacy field.

Ms. Spangenberg noted that BCEL is greatly encouraged by the increase in business involvement over the past two years, and cited some of the major new business programs. In the public sector, she noted that a growing number of statewide planning bodies are being formed, and increased federal and congressional attention is being given to literacy (including the introduction of several new pieces of legislation).

C. Dan Lacy said that television has historically contributed to the American public's interest in reading, particularly through broadening viewers' interests and publicizing published works. To date, the broadcasting industry has contributed to the adult literacy cause by airing public service announcements, giving news coverage, and running documentaries. Station managers are also taking leadership roles in the literacy efforts of their communities, acting as catalysts in the formation of local literacy coalitions and in generating community resources. As literacy resources are being put into place, broadcasters will also be able to help with recruitment of adult learners who might otherwise not be aware of --or be too ashamed to take advantage of--available instructional services.

II. Presentations by Individual Organizations

A. PBS/ABC: Margot Woodwell (WQED, Pittsburgh) and Jack Harr (ABC Broadcast Group) described their networks' recently-announced joint venture into the adult literacy field. Ms. Woodwell first explained that the two-phase effort, entitled Project Literacy U.S. ("PLUS") will combine the resources of PBS and ABC and their affiliates at the local level. Phase I (now to September 1986) will be a preparatory "outreach" period in which affiliates will be encouraged to work with literacy, business, government, and other organizations at their local level, to ensure that adequate literacy resources are in place to respond to increased public interest and demand for services.

A Phase II "programming" period (September 1986 to June 1987) will consist of a variety of public awareness broadcasts, including PBS and ABC documentaries (early in the 1986 broadcast season), PSA's, news coverage, and treatment of the literacy theme in entertainment programming. During Phase II viewers will be urged to contact literacy resources at their own community level, to see how they can get involved in local literacy efforts. PLUS was announced by PBS and ABC at a

December 10th press conference held at the Library of Congress. The two networks have since been meeting with national literacy organizations to ensure coordination with the field. The Corporation for Public Broadcasting has provided major support to PBS in this venture to date, and has provided major funding for WQED's production work in the PLUS initiative.

Jack Harr explained that ABC's current interest in the literacy issue began developing one year ago, in response to ideas developed at the affiliate level. Mr. Harr himself began to study the issue and in the process met Ms. Woodwell, whose station WQED already had a history of outreach programming in its production of The Chemical People (a community awareness/action program focusing on the issue of substance abuse).

Mr. Harr cited Capital Cities' history of involvement in adult literacy, in its production of the "Can't Read, Can't Write" documentary two years ago. He expects that support to continue when Capital Cities and ABC complete their upcoming merger. He noted that the interest of affiliates is high, and that ABC Radio is very interested in the PLUS effort. He expects a good deal of local programming to be developed.

AAAA

B. American Association of Advertising Agencies: Gloria Lanza-Bajo described AAAA's own involvement in the adult literacy issue. This involvement began in 1979 when the Association provided major funding ($200,000) for a three-year literacy project in which the national adult literacy hotline was established at the CONTACT Center in Nebraska. A bit thereafter, the American Library Association approached the Ad Council for help in setting up a national advertising campaign around the reading issue. ALA was in turn urged to set up a coalition of literacy-related organizations with AAAA assistance. This coalition became the Coalition for Literacy, which is now in the middle of its three-year national Ad Council adult literacy awareness campaign. This campaign consists of a series of print and broadcast PSA's which alert the public to the adult literacy problem and refer potential volunteer tutors to the national CONTACT hotline number for further information. The campaign has had major funding from BCEL, along with grants from Time, Inc., B. Dalton Bookseller, Sidney Sheldon, and others. AAAA has been urging its members to get involved in literacy activities at their own levels. In response, ad agencies in Illinois, Rhode Island, and elsewhere are doing so in the form of local- and state- ad campaigns and other activities.

Media

C. Taft Broadcasting: Jack Chapman reported that Taft's involvement in literacy has consisted primarily of airing the PSA's from the Ad Council awareness campaign. He noted that some years ago, because the national office was beseiged by PSA's from all over the country, a policy decision was made to move PSA selection back to the local level. Three years ago, however, it was decided that so much was going on that in some cases public service efforts really needed to be coordinated as a group at the national level, and as a first step back in this direction, Taft carried out a series of "job fairs" with local stations working to link potential employers to out-of-work residents of their communities. Some 7-8,000 people were hired as a result of the effort. The following year, a one-year system-wide project focussing on drunk driving was carried out, and this year's series will focus on spousal and child abuse within the family. Mr. Chapman said that a good hard look could be taken at adult literacy as the focus of their effort in 1987.

D. CBS/Broadcast Group: Joanne Brokaw described her network's involvement in literacy at the school level, dating back to 1977 when CBS began working with schools to provide scripts of selected popular network broadcasts for use as reading materials. In this project, children alternated reading of the scripts with viewing and discussion of the corresponding TV show. Some 30 million scripts have been distributed. In 1979, CBS began the "Read More About It" series of PSA's in which viewers are urged by various public figures to visit their libraries and bookstores to get reading materials related to the subject covered in a particular special program. Ms. Brokaw said that football star Walter Peyton appeared on screen after the broadcast of one playoff game to urge viewers to read more about the subject of football.

CBS also broadcasts "Story Break," a popular Saturday-morning children's show which encourages the love of reading. Network affiliates are also involved in school-partnership programs at their local level, through an adopt-a-school program.

E. NBC: Roslyn Schram reported that NBC has been keeping abreast of literacy activities, including those described above. The network will shortly be announcing a new initiative focussed on the problem of "aliteracy," in which people who can read, don't.

F. WNED (PBS, Buffalo): Tony Buttino cited the summer series "Reading Rainbow" as an example of his station's work in the area of reading for children. With this experience, the station saw adult literacy as a natural spinoff. Mr. Buttino in turn became personally involved in the issue by getting trained and working as a Literacy Volunteer tutor. The station has since hosted a breakfast meeting for the Buffalo-area adult literacy community and developed a catalogue of available literacy video resources. WNED received a grant from Library Services and Construction Act (SCA) funds to provide two staff people to work on adult literacy activities at the station. (Dan Lacy noted that, though government funding for literacy is at present limited, public library funds are increasingly being channeled to literacy efforts. LSCA funds are an example at the national level, and Illinois and California provide examples of state library funding for literacy.)

Mr. Buttino explained that the station hopes to continue its literacy work by preparing a series of tutor-training tapes and by sharing materials from its video catalogue with interested public and commercial stations. His office has also developed an outreach model which a local station might follow when working with its local community. This model has been submitted to PBS for use as a resource in the PLUS effort. He said that, in his investigations into the literacy problem, he has found the "stigma" problem to be one of special importance and one which the broadcasting industry can particularly help to solve. The functionally illiterate adult tends to have problems with self-esteem and is afraid to admit his/her problem and to seek help.

G. Hearst Broadcasting Group: Fred Young said that Hearst is urging its six affiliate stations to work with PLUS activities being planned in their respective communites. As events unfold, Hearst is likely to coordinate these local-level efforts from its central office.

H. National Association of Broadcasters: Rory Benson reported that NAB has been following PLUS and other broadcast-industry activities in the area of literacy. NAB has good organizational resources available and is guided by its membership regarding what issues and campaigns to get involved in, she said. It communicates with its members via satellite and radio feeds, and a weekly newsletter to TV stations. The Association worked with the Drug Enforcement Administration in a drug-awareness effort, which included speeches by sports figures to school children. (Dan Lacy noted that BCEL would like to focus a future newsletter story on the theme of broadcast industry involvement in literacy. He urged NAB and all others present to keep the Council informed of relevant developments.)

I. Corporation for Public Broadcasting: Doug Bodwell explained that, in addition to supporting PBS efforts in the area of literacy awareness, CPB has been funding PBS development of the use of television as a medium for literacy instruction. For example, he cited KCET's new program in Los Angeles which teaches English-as-a-second language to adults. A CPB grant has also gone to WQED (Pittsburgh) to prepare a catalogue of video resources available for literacy.

With regard to the issue of available resources, Joanne Brokaw mentioned the use of captioning technology as a reading instruction tool. In this case, a technology which normally is used to present video dialogue to hearing-impaired viewers is being used to present written versions of popular television programs for use in reading-instruction activities for non-hearing-impaired audiences. Gail Spangenberg noted that the lack of suitable adult-level instructional materials, in television and in the field generally, continues to be a major problem in the field.

J. Public Broadcasting Service: Dee Brock pointed out that there will always be a problem with respect to available broadcast time; thus the need to explore non-broadcast technology is important. She explained that PBS is working to develop suitable video materials through its Educational Services. Currently, video materials previously used primarily in broadcast form over member stations are now being put into cassette form, for use by groups or individual students at times more convenient to them. Under a new "National Narrowcast Service" project to be launched on February 3rd, PBS will distribute a package of 150 hours of college-credit courses on cassette to participating colleges and businesses for use in various levels of adult education activities. PBS will transmit the programs to its member stations via satellite; member stations will record the program and in turn send it to local-level educational agencies via satellite transmission or cable feed, or in cassette format.

K. Times-Mirror Broadcasting Company: Joseph Bell explained that Times-Mirror has not been directly involved in the literacy issue to date. He said that the company's stations will likely work with the national networks with which they are affiliated. Mr. McGraw noted that the Times-Mirror Company's Chief Executive Officer, Robert Erburu, serves on BCEL's board of directors and has already gotten the company's newspapers involved in coverage of the literacy issue.

L. McGraw-Hill Broadcasting Company: Edward Reilly reported that McGraw-Hill, Inc. has four television stations, affiliated with CBS and ABC. The company has contributed to literacy efforts by sponsoring a national urban literacy conference in 1985, publishing adult literacy instructional materials and a major national study (Hunter and Harman's Adult Illiteracy in America) and, through its television stations, is airing PSA's for the Coalition for Literacy's Ad Council campaign. The Broadcasting Company is now looking at the applications of home video and the "infotainment" format for educational purposes.

M. BCEL: Harold McGraw and Dan Lacy said that BCEL is encouraged by these developments in the broadcasting industry. They asked the participants to consider how BCEL might help ensure proper coordination and expansion of these efforts. BCEL might, for example, see that all network affiliates receive copies of its newsletters. Participants were also asked to consider an appropriate follow-up mechanism for continued information-sharing and coordination in the industry, and the meeting was adjourned.

III. Lunch Discussion

A free-flowing discussion took place, touching on several issues:

A. Resource development: There is a need for an industry-wide approach to the use of video technology for literacy. Possible mechanisms for achieving coordination include establishment of a clearinghouse or communicating through a computerized information system such as LITLINE (recently established for the literacy field by the U.S. Department of Education and the Philadelphia Mayor's Commission on Literacy.) In developing new instructional materials, there should ideally be attention on a multi-media approach--with collaboration among publishers, broadcasters, literacy organizations, key literacy researchers, computer groups, and others. Video instructional materials, whether for open broadcast or use in other situations, will need proper wrap-around print materials, and curriculum development will be very costly.

B. Need for long-term commitment: It was noted that a short-term public awareness effort wouldn't be enough to have a lasting impact. Illiteracy won't go away overnight, but will remain with us in some form as a problem which will continually have to be dealt with. PLUS' emphasis on development of local-level resources is a good start. Previously-isolated efforts should continue to be tied together to create a "critical mass" impact. Leadership at all levels and in all segments of society is needed, and major new public funding will be needed along with more business involvement.

What is to be avoided is the kind of disappointment which resulted when the federal Right-to-Read program, despite initial enthusiasm and successes, was allowed to collapse.

C. Need to "humanize" the issue: The illiteracy statistics need to be "fleshed out" in the minds of the American public. The illiterate adult must be seen--and must see him/herself--as a worthwhile member of our society. Society--and the business community in particular--must see the importance of basic skills to the country's position in the world economy.

D. Next steps in the broadcasting industry: BCEL suggested that NAB might be an ideal organization to take charge of future information-sharing and coordination in the industry.

IV. Closing Remarks

Harold McGraw thanked those present for their demonstrated interest in the literacy cause, and welcomed further collaboration between BCEL and the broadcasting industry.

Attachment

BCEL

BROADCASTERS' MEETING - Jan. 22, 198
List of Participants

Business Council for Effective Literacy, Inc.

Harold W. McGraw, President
Gail Spangenberg, Vice President and Operating Head
Dan Lacy, Vice President
Paul Jurmo, Program Associate

Broadcasting Representatives

ABC Broadcast Group, New York
John E. Harr, Vice President of Communications

American Association of Advertising Agencies, New York
Gloria Lanza-Bajo, Vice President

CBS/Broadcast Group, New York
Joanne Brokaw, Vice President for Education

Corporation for Public Broadcasting, Washington, D.C.
Douglas Bodwell, Director, Education

Hearst Broadcasting Group, Pittsburgh
Fred Young, Director of Broadcasting Operations

McGraw-Hill Broadcasting Company, New York
Edward Reilly, Senior Vice President

National Association of Broadcasters, Washington, D.C.
Rory Benson, Vice President, Public Affairs and Communications

NBC, New York
Roslyn Schram, Director of Community Relations

Public Broadcasting Service, Washington, D.C.
Dee Brock, Vice President, Adult Learning

Taft Broadcasting Company, Cincinnati
Jack Chapman, Senior Vice President, Corporate Affairs

Times-Mirror Broadcasting Company
Joseph Bell, Program Manager, KDFW-TV, Dallas

WNED, Buffalo
Tony Buttino, Vice President, Educational Services and Human Resources
Wiley Hance, Special Projects Producer

WQED, Pittsburgh
Margot Woodwell, Station Manager

METROPOLITAN
PITTSBURGH
PUBLIC
BROADCASTING, INC.

ADULT LITERACY NEWSLETTER

COMMENTARY

MARGOT WOODWELL, VICE PRESIDENT, STATION MANAGER WQED

We are delighted to be sharing the information in this newsletter with the many individuals at PBS stations with whom we have been in communication about our common concern regarding the tremendous dimensions of adult functional illiteracy in this country and with many others with whom we have come into contact in this process. We hope that this will be the first of a continuing series of informal newsletters to share what other PBS stations are doing and/or planning and other activities undertaken nationally and regionally that may have an impact on our individual and joint efforts.

As we at WQED began to look at where we might be involved in the adult functional illiteracy arena and met and talked with many of you, we realized that the dimensions and facets of the problem are so vast that we can all participate fully locally and nationally without stepping on each others toes -- and indeed if many of us do participate our joint and cumulative efforts do have a chance at making a major difference in how literacy is addressed and dealt with in this country. That is an exciting challenge and an outstanding opportunity for us all.

WQED in June received word of a grant from the Corporation for Public Broadcasting to develop plans for a major PBS television program and nationwide outreach effort in the field of adult functional illiteracy. The first action was to bring together ten public television stations representing the geographic and demographic breadth of the PBS system, who were also involved or actively in the planning stages of different literacy projects. These 10 stations met in Pittsburgh at the end of June with a number of national literacy representatives to share background information and outline for each other our individual stations' activities and as much as we could about other PBS stations' activities.

[illegible] media)

A summary of all that information provides the major content of this edition of the newsletter. We hope that it will provide useful background information for you. Please let us know if you would like further details on the Conference.

We plan to have the next edition of this newsletter follow this fall with two major foci:

- A bibliography of the printed and A.V. materials of which we and CPB and others are aware -- a listing of those materials and a brief description of each. We hope that any of you receiving this newsletter who know of materials of which we may not be aware will be in contact with our editor.
- Data from the Questionnaire (see page 8) about PBS station projects related to the field of adult functional illiteracy - please be sure to return the questionnaire about your programs and/or plans so that we can be sure to include that information.

(Cont.)

The Adult Literacy Newsletter is published by WQED. Editor: Ms. Ricki Wertz, WQED, 4802 Fifth Avenue, Pittsburgh, Pennsylvania 15213; or phone 412-622-1491.

cc: Hope, Jean, Carol, Anita, Joan

WQED is putting together the specific plans for the prime time special and community outreach project and anticipate an air date of either late spring of 1986 or early fall of that year. Your input and participation will be key to its success. We hope to provide a program which raises awareness in every community and either creates or strengthens a community coalition to address the problem on the local, regional or state level.

Our thanks to you all for your willingness to work together. We are delighted to have the chance to work with you and we are extremely grateful to Doug Bodwell and Mary Sceiford of CPB for their assistance and to CPB for enabling this networking to take place.

Please let us know if you have any comments on this newsletter or process. We want it to be a valuable resource and tool for all of us -- your comments and information can help make that happen.

PBS LITERACY TASK FORCE CONFERENCE

Dr. C. Dianne Colbert

In the past two years leaders in both the public and private sectors of American society have become more firmly convinced that the immense and growing challenge of functional illiteracy constitutes one of the major social problems in America today. Nonetheless, many citizens remain unaware of this problem's farreaching and general implications for each of us.

Metropolitan Pittsburgh Public Broadcasting (WQED), an award-winning public broadcasting station which has gained a reputation for an outreach model used to mobilize public action around specific social issues, recently received a grant from the Corporation for Public Broadcasting to explore application of this model in the area of adult literacy. The initial activity implemented under this grant was the PBS Literacy Task Force Conference convened at WQED in Pittsburgh, June 23-25. Monday, June 24 included day-long informational sessions covering:

- dimensions of the problem of adult functional illiteracy
- a history of the development of response to the problem
- an overview of national programs in the field
- a state-of-the-art inventory of activities, programs, and initiatives
- an inventory of projects and/or plans in which CPB, PBS and individual PBS stations and state networks are involved

DIMENSIONS OF THE PROBLEM

Diane Vines, former Executive Director of the Initiative on Adult Literacy, opened the morning session with a background about literacy. Ms. Vines first explained the statistics used about literacy and their origins.

The statistics on illiteracy are mostly taken from the Adult Performance Level (APL) study conducted by the University of Texas in the mid '70s. This study was actually an attempt to identify a competency based adult education curriculum. Within the study methodology was included a survey of adult competencies considered necessary for an adult to function in current society. A major outcome of this study, which subsequently led to statistical estimates of our illiteracy rate, were the three adult performance level categories. Adult

Performance Levels 1, 2 and 3 respectively, were defined as functionally illiterate; marginally competent and fully competent or literate. The study survey results found that approximately one in five Americans, 20 million, were classified APL1, or functionally illiterate. Upon closer analysis, some researchers suggested that APL2, marginally competent adults, were not very functional by the study's own standards. Consequently, the 40-42 million adults who at the time of the study were classified as marginally competent were combined with the 20 million considered illiterate, and some people began to state that some 60 million Americans are illiterate.

Additional information from the 1980 Census Report indicated an increase in population of 18-65 year olds (the age category surveyed in the study) and further complicated the figures. Ms. Vines suggested that the 27 million estimate now used by the Coalition for Literacy is an extrapolation from the 1980 census data regarding increased population, but admittedly the figures are still tenuous information.

There have been other smaller sample type surveys done since the APL study, but they do not represent the full national population. One such study she cited is the National Assessment of Education Progress which is to publish a report this fall on the full range of literacy skills within our young adult population. It is hoped this report will provide information about how we have done in our school systems during the decade since the Adult Performance Level study.

Moreover, conferees were told that there are many ways of examining the problem of adult illiteracy. Data is regularly collected on the number of persons 16 years of age and older who have completed high school. Many experts tender the theory that functional literacy skills at minimum require a high school diploma. The Harvard studies are examples of the high school diploma minimum. However, analysis of the reading level of high school graduates entering the military indicates the average reading level of recruits is at best seventh or eighth grade.

Couple this aforementioned information with what was until the past two years, when it leveled off, an increasing high school dropout rate and legal/illegal immigration into the country, it is estimated that some 2.3 million people annually are added to the number of illiterate adults in the United States. But an encouraging statistic cited from a Business Council for Effective Literacy (BCEL) commissioned paper prepared by Hunter and Harman suggests that as many as 4 million adults are now served each year by literacy programs around the country. This information says we are beginning to do more than break even in service to the adult functional illiterate population.

Given this background information about the number of functional illiterates, Ms. Vines went on to explain that many people became concerned about the assessed costs of illiteracy. Although the economic cost figures are even more tenuous than the number of functional illiterate estimates, if we examine their origins they are profound. Based on studies conducted by individual companies, the corporate community estimates there are billions of dollars lost each year in productivity, poor quality of work, mistakes and errors that are made by employees.

Another area where an estimated $7 billion a year is expended is in crime-related costs in that a majority of prisoners are functionally illiterate. Unemployment and welfare costs are estimated at approximately $6 billion a year due to poor basic skills or an inability to obtain and keep a job.

Concluding that the dimensions include 20-30 million Americans are functionally illiterate and billions of dollars are expended each year due to illiteracy, what response and programs have and are addressing the problem?

HISTORICAL REVIEW OF THE RESPONSE

Although there were adult education programs previous to 1965, by then legislation was passed that allowed the federal government to put more money into adult education programs. There were also volunteer programs, and they were servicing about 60,000 people until increased involvement began about two years ago.

The increased activity in the area of literacy began in the late 70s when Robert Wedgeworth, Executive Director of the American Library Association, went to the American Association of Advertising Agencies to initiate a national awareness campaign. To ready the diversity of literacy organizations for this awareness campaign, Wedgeworth was asked to form a national coalition of these organizations, and the Coalition for Literacy subsequently was organized.

The federal perspective was begun when several legislators, former Secretary of Education Bell and Mrs. Bush formed an advisory group called the Breakfast Group. Secretary Bell requested the development of an adult education initiative which was presented to Cabinet Council and President Reagan, who decided to adopt the program. As this initiative was refined, the decision was made to use existing funding and legislation by focusing much of federal resources and legislation from every federal department on literacy. It was determined that this focus helped develop a literacy infrastructure through building literacy into every daily human activity and programs such as unemployment, housing, community development, and health/welfare.

The coalition building and federal activities paralleled one another well since it brought community-based organizations, whether federally funded or not, into the literacy effort. When the Business Council for Effective Literacy (BCEL) was established by Harold McGraw, corporate leaders nationwide were recruited in support of existing local literacy efforts, and an infrastructure began to take form.

NATIONAL INVENTORY

The morning session was concluded by Jean Hammink, of B. Dalton Bookseller, with an inventory of national activities, programs and initiatives. The initiatives were defined as when service delivery organizations, agencies, private sector and/or other forces come together within a state or community to collectively address literacy.

Ms. Hammink reviewed information about the 4 primary areas where states are working to address literacy including the 12 or so states where governors have appointed a commission to give priority to literacy. These state commissions examine funding, legislation, statewide referral systems and provider group cooperation and coordination.

The state and local initiatives discussed were in many cases represented at the conference and are discussed later in this newsletter. However, each initiative reviewed stressed communication, coordination and diversity of leadership.

PUBLIC TELEVISION INVOLVEMENT

After an introduction by Mary Sceiford (CPB) and Dee Brock (PBS), the afternoon session included presentations by PTV station and state network representatives attending the planning conference regarding their literacy activities.

The following lists past, present and future ideas, plans and activities of those stations/networks represented at the planning conference. A contact name and number is provided:

KCET - LOS ANGELES, CA

Contact: Bonnie Oliver - 213/667-9497

L.A. County Library Literacy Programs conduct Language Learning Centers to provide practical literacy skills such as citizenship, reading to pass a driver's test and GED instruction.

KCET has initiated plans for a 36-part series of half hour shows produced in 5-minute modules that may be extracted from the shows. The target audience includes 15 year olds and above including drop-outs and English as a second language (ESL) persons. The series is planned as high production, magazine format, dramatic appeal and educational. The project includes an advisory group of adult education and ESL personnel.

KCTS - SEATTLE, WA

Contact: Pat Woodley - 206/543-2000

KCTS initiated communication with the Seattle based Washington Literacy and will plan community outreach programming and activities to address adult literacy.

KET - LEXINGTON, KY

Contact: Sandy Welch - 606/233-3000

Presently, KET has a GED series used in 43 states and 12 PBS systems, and in virtually all the federal correctional institutions and the armed services worldwide. A completely new series is planned for completion early 1986. The GED, Study At Home project will go statewide this October including the toll free number for additional assistance to the at-home learner. A 15-part series called "Another Page" is used to improve reading skills for those interested in study in a specific field. The state network and Department of Education work quite closely together.

KLRN/KLRU - SAN ANTONIO, TX

Contact: Cam Messina - 512/222-8041

San Antonio has just incorporated the San Antonio Literacy Board, and they, San Antonio Community College and others, will work in cooperation with KLRN to further their GED, ESL, citizenship classes and community centers.

WNED - BUFFALO, NY

Contact: Tony Buttino (or Doreen Chassin/Leslie Cownie) - 716/881-5000

During the past two years, WNED has worked with Literacy Volunteers of America and developed the National Adult Literacy Media Cooperative. They are working on producing 90-second "single concept" spots for commercial TV directed toward the student; reproducing old series such as "Operation Alphabet"; and planning a 3-part documentary aimed toward tutors followed with a 5-part tutor training.

WQED - PITTSBURGH, PA

Contact: Herb Stein - 412/622-1389

About a year ago, WQED initiated activities across several inter-related areas: job help, GED broadcasts and meeting with the newly formed Coalition for Adult Literacy of Greater Pittsburgh. These affiliations have resulted in a job refferal (and other related unemployment assistance) network; collaboration with four county community colleges with a GED course; and a local adult literacy awareness broadcast. WQED continues its local efforts and is working to develop the national adult literacy program and outreach campaign.

MISSISSIPPI NETWORK - JACKSON, MS

Contact: Miriam Gibson - 601/982-6280

The Mississippi Network works with their state Department of Education and has produced two life coping skills development and GED series: "Just Around the Corner" and "Living Better" are a part of their adult skills index broadcasts. The GED series received 3,000 inquiries after placing a mail back form on grocery store bags. Other cooperative activities through the governor's office and the Mississippi Adult Agency Education Program are under development and implementation.

NEBRASKA NETWORK - LINCOLN, NE

Contact: Carla Engstrom - 402/472-3611

Nebraska is in the initial stages of planning outreach efforts in cooperation with the Adult Basic Education division of the Department of Education and other organizations and community groups, including newspapers and radio stations.

CONNECTICUT NETWORK - HARTFORD, CT

Contact: Sharon Blair - 203/278-5310

Connecticut is in the planning stages around a newspaper project developed by the Literacy Volunteers of America called "Read All About It". The television translation of this project is seeking funding now and looking toward producing a pilot program.

SOUTH CAROLINA NETWORK - COLUMBIA, SC

Contact: Sandy Pedlow - 803/758-7261

The South Carolina Literacy Association provided 180,237 hours of tutoring to 7,000 clients in 43 of the state's counties during 1984-85. They are just beginning to explore the resources of educational television and its applicability to enhance local grass roots programs. Presently South Carolina ETV has produced/broadcasts PSA spots on local commercial stations to recruit students and tutors. They have produced two reading courses: "Jump Over the Moon", a telecourse sharing literature for young children; and a follow-up course funded by Holt, Rinehart called "Reading Matters" intended to bridge the gap between school and home in the area of reading.

The day-long session came to a close with all attendees agreeing to remain in touch. This newsletter is our first installment toward on-going communication. Be sure to see the contact names and project summaries who have contacted us since our Pittsburgh conference.

UPDATE - RICKI WERTZ

After the PBS Literacy Task Conference in Pittsburgh, June 23-25, the following stations contacted WQED with updates on their Literacy projects:

WNPB - MORGANTOWN, WV
Contact: Anne G. Selinger - 304/293-6511

Shared plans of their State Literacy Conference, September 5-6, 1985 in Charleston.

NORTH CAROLINA ETV
Contact: Paul Vandergrift - 919/962-8191

Has an on-going comprehensive program with community colleges, literacy organizations and their network for 3 years.

WETA - WASHINGTON, D.C.
Contact: Barbara Cohen - 703/998-2600

Expressed an interest in networking with others as WETA implements their literacy project.

CENTRAL VIRGINIA EDUCATIONAL TELEVISION
Contact: Donna Sanford - 804/320-1301

Staff actively involved as student/tutor Chairman and President of the local Metro Richmond Council plus plans for regional and state-wide broadcasts.

WYCC, CHICAGO CITY-WIDE COLLEGE
Contact: David A. Milberg - 312/984-2897

They are active in the area of adult literacy and have shown significant leadership locally and nationally.

KTPS - TACOMA, WA and KCKA
Contact: Robert P. Slingland - 206/593-6800

Active station involvement as catalyst in local coalition building, awareness programming and PSA's - plans a weekly ESL program broadcast.

AETN - ARKANSAS EDUCATIONAL TELEVISION NETWORK
Contact: Raymond Ho - 501/329-3887

Through Project Second Chance addressed problem of high school dropouts in Arkansas and had 2,200 GED enrollees in state. Working with KET, SECA and others to take project nationwide.

NEWSLETTER QUESTIONNAIRE

As a follow up to the 2-day conference, we are seeking information regarding activities and needs of Public Television Stations and Literacy service providers as part of the research and development phase of our C.P.B. contract.

This data will be analyzed and shared with each of you in the next Newsletter. We hope it will prove useful as you refine your local and state literacy efforts. Please copy and share the questionnaire with appropriate colleagues who you feel can provide relevant data.

1. Is your public television station/network presently involved with literacy activities and service providers in your broadcast area?

   A. Very Active _____ B. Moderately Active _____ C. Not Active _____

2. As a public television station (or adult literacy service provider), would you anticipate involvement in a National Literacy television/outreach project?

   A. Maximum Participation _____ B. Moderate Participation _____ C. No Participation _____

3. Does a coalition for literacy exist in your area?

   A. A state coalition: Yes _____ No _____ Do Not Know _____
   B. A local coalition: Yes _____ No _____ Do Not Know _____

   If so, would you please identify what organizations are involved:

   ______________________________ ______________________________
   ______________________________ ______________________________
   ______________________________ ______________________________

4. Is there an adult literacy initiative functioning in your area?

   A. A state initiative: Yes _____ No _____ Do Not Know _____
   B. A local initiative: Yes _____ No _____ Do Not Know _____

   If so, please identify what aspects of your community are involved:

   Municipal government officials _____ State government officials _____

   Business/Industry _____ Post-secondary education _____ Others _____

5. Briefly describe your present literacy activities. ______________________________
   ____
   ____
   ____

Name______________________________ Title______________________________

Organization______________________________ Address______________________________

____

Mail to: Dr. C. Dianne Colbert, WQED/TV, 4802 Fifth Avenue, Pittsburgh, PA 15213

What Your Company Can Do (Cont'd.)

6. *Provide financial support for centers of adult literacy research, data gathering, and information dissemination.*
   - **The Philadelphia National Bank** recently granted $30,000 for a research project to improve the curricula of literacy programs in Philadelphia. The study will be jointly conducted by the University of Pennsylvania's Literacy Research Center and the city's Center for Literacy.

7. *Set up employee basic skills programs,* using paid instructors or staff volunteers trained by external literacy organizations—or contract with external groups to tutor employees.
   - **General Motors,** in collaboration with **The United Auto Workers,** conducts basic skills programs for workers at most of its plants in the U.S. Education staff in each plant tailor the programs to the specific needs of their employees.
   - **Honeywell, Inc.** and other Denver-area electronics, light manufacturing, and service firms provide job-specific conversational English and reading instruction to their immigrant employees through the Intercultural Programs of the Metropolitan State College.

8. *Encourage company executives, employees, and their families to serve as volunteers in community literacy programs.* Convince business friends that they, too, have a stake in the problem and encourage their involvement in combating it.
   - **Colonial Bank and Trust, The Travelers Corporation,** and **The Hartford Insurance Group** have recruited employees to serve as volunteer tutors in literacy programs in their communities. Tutor training is given by the local chapters of Literacy Volunteers of Connecticut.

9. *Press for more public support for literacy programs and planning on a local, state, and national basis* —as civic leaders and trustees of school boards, libraries, community colleges, voluntary organizations, and other literacy-involved organizations.

Prepared by

Business Council
For Effective Literacy

1221 Avenue of the Americas, New York, N.Y. 10020
212-512-2415/2412

Functional Illiteracy Hurts Business

27 million adult Americans can't read or write well enough to...

- *fill out a job application*
- *understand the label on a medicine bottle*
- *make full use of their native ability to lead productive and satisfying lives*
- *exercise the responsibilities of citizenship*

APPENDIX

Examples of Documents Searched: Pamphlets

The Literacy Crisis: A Solvable Problem

Functional illiteracy in the United States means 27 million people over the age of 17 who can't read and write well enough to function in the basic requirements of everyday living and working. Add to this number another 45 million adults who are only marginally competent in their basic skills. Now the total becomes 72 million, or one out of every three adult Americans. And each year, according to the U.S. Department of Education, this figure is growing by 2¼ million.

Corporations are faced with an increasing amount of costly in-house basic skills instruction. But these programs and those of the various literacy organizations—e.g., ABE, the voluntary programs, community-based organizations—are meeting only an estimated 5 percent of the problem. Not only do present programs lack the resources to reach the great number of people who have acknowledged their need for help, but special attention must be given to reaching adults whose shame and despair prevents them from seeking help.

The loss in human potential is enormous. But this situation is rendered even more tragic by the fact that illiteracy is a fundamentally *solvable* problem—one that can be overcome with a combination of public awareness, increased funding for new and existing literacy programs, and better planning.

One of the most curable ills in America today is adult illiteracy.

How Illiteracy Hurts the Business Community

While functional illiteracy is a challenge to all Americans, and costs society billions of dollars a year, it poses a special problem to business and industry for these reasons:

- Millions of employees suffering from varying degrees of illiteracy are costing their companies daily through low productivity, workplace accidents, absenteeism, poor product quality, and lost management and supervisory time.

- Up to three-fourths of [illegible] currently unemployed are functionally illiterate, seriously reducing the pool of competent persons for new hires. In addition, the promotability and mobility of many of the currently employed are restricted for lack of the essential basic skills.
- The millions of adult illiterates who can't qualify for much of the work our technological economy demands also represent a major loss of potential customers for products and services.

The climate is right for a major attack on the problem, and for the business community, which has such a critical stake in overcoming illiteracy, to take a more active role in combating it. The scope of the problem is such that no one sector of society can solve it alone. It will take a partnership between public and private interests to make any sizable inroad on a problem that has been markedly outgrowing the degree of current effort to meet it.

What Your Company Can Do

Your company can help combat illiteracy in various ways—and in the process serve its own best interests. You don't have to be a large corporation to make a difference; even small contributions can add up to major support. You can:

1. *Make grants to local adult literacy programs which operate in communities where you have headquarters or branches*—e.g., to Literacy Volunteers, Laubach Literacy, libraries, community-based organizations—to enable the programs to develop and expand staff, tutoring, and other essential services needed to serve more adults.
    - **Chicago Tribune Charities** has a grant program to help literacy providers in Chicago-area communities better serve adults with basic skills problems. A secondary focus of the program is on enhancing the literacy of school-age students. Annual grant budgets are $100-150,000 for grants of up to $5,000 each.
    - **JCPenney Company** and **New York Life Insurance Company** are regular funders of Literacy Volunteers of New York City. Both companies also provide space on their premises for LV-NYC's one-to-one and small group instruction.
2. *Provide in-kind assistance to local programs:* space to hold classes, computer and other [illegible]ipment donations, free publicity, printing of instructional materials, fund-raising help.
    - **Control Data** has supplied computer equipment and software for pilot literacy projects in Opportunity Industrialization Centers in Seattle, Milwaukee, and Providence.
    - **The Rhode Island Advertising Club** contributed $200,000 in in-kind materials and services to the state's 1984 multi-media adult literacy awareness campaign.
3. *Make grants for the development of new literacy approaches and services*—e.g., use of computers and television for extending outreach.
    - **Ashland Oil Foundation** recently pledged $75,000 to Kentucky Educational Television, for support of a statewide effort to improve the basic skills of adults.
    - **The First Union Corporation** and other local businesses are funding Project ABLE, a computer-assisted adult basic skills pilot project at North Carolina's Central Piedmont Community College.
4. *Provide financial and in-kind support to strengthen the national offices of such groups as Laubach Literacy, Literacy Volunteers, the Association for Community-Based Education, and the Coalition for Literacy.*
    - **The Gannett Foundation** recently granted $73,000 to Literacy Volunteers of America for preparation of a tutor's guide to be used in conjunction with newspapers as an instructional tool.
    - **The General Electric Foundation** has granted $75,000 to the Coalition for Literacy for support of its three-year national adult literacy awareness campaign.
5. *Join and/or provide financial support to local and state literacy planning/coordinating councils and agencies.*

    other

    - **Columbia Nitrogen Corporation** and **Sears Roebuck** have taken a leadership role in the Georgia Literacy Advocacy Initiative, the state's literacy coordinating body. A business sub-committee focuses on generating involvement of the state's business leaders.
    - **The Knight Publishing Company** was a founding member of Literacy Action of Charlotte, a coalition of business, education, and social service organizations which since 1979 has taken an active role in fund-raising for literacy programs in the area and in recruiting literacy tutors and students.

REPORT OF
THE SECOND SESSION OF THE
NATIONAL CONFERENCE ON URBAN LITERACY

JUNE 17-18, 1985

Monterey, California

Sponsored By

THE MAYOR'S COMMISSION ON LITERACY
IN PHILADELPHIA

Hosted By

CTB/MCGRAW HILL

This report has been prepared by the Mayor's Commission on Literacy in Philadelphia, Joseph Torsella, Editor. For questions or comments, please contact the Commission at 702 City Hall Annex, Philadelphia, PA 19107, or by telephone at (215)686-8652.

Typing by Debbie Moran and logo design by Jean Drumm, volunteer, Mayor's Commission on Literacy in Philadelphia.

Through correspondence with governors, mayors, superintendents of education, ABE directors and literacy leaders and discussions with business leaders, BCEL has attempted to encourage the creation of coordinating literacy councils or similar organizations in states and urban areas and active business participation in them. Executives of BCEL have visited 17 states to meet with business and literacy leaders and to speak at meetings.

It is also working through trade associations. On July 18 it is hosting a meeting of representatives of eight major organizations concerned with the world of print. Most of these, like Printing Industries of America, the American Newspaper Publishers association, the Magazine Publishers Association, and the American Booksellers Association, have already adopted programs to help meet problems of adult functional illiteracy. We hope to link these in a major industry-wide effort. Similar approaches are planned for other major industrial groups.

BCEL is ready to cooperate in any way it can in enlisting business support for literacy programs in any major urban area.

3. STATE LITERACY INITIATIVES

Jean Hammink

Statewide literacy iniatives vary a great deal in both degree and kind. Over thirty states have some level of increased activity or attention into adult literacy. These states are listed below.

California
Colorado
Connecticut
Florida
Georgia
Hawaii
Illinois
Indiana
Iowa
Kentucky
Maine
Maryland
Michigan
Minnesota
Mississippi
Nebraska
New Jersey
New York
North Carolina
Ohio
Oklahoma
Oregon
Pennsylvania
Rhode Island
South Carolina
Tennessee
Texas
Virginia
Washington
West Virginia

However only twenty states have a formal structure for coordination of adult literacy service providers. These states are:

California
Conneticut
Georgia
Indiana
Maryland
Minnesota
Ohio
Pennsylvania
Texas
Washington
Colorado
Florida
Illinois
Kentucky
Michigan
New York
Oklahoma
South Carolina
Virginia
West Virginia

12

Eleven states have the public support of the governor or have appointed a group to deal with adult literacy. These are:

California
Illinois
Indiana — Kentucky
Minnesota
Pennsylvania
Tennesee

Georgia
Indiana
Michigan
Ohio
South Carolina

Eleven states also have a statewide toll free number for an information and referral system. They are:

Conneticut
Illinois
Kentucky
Minnesota
New Jersey
West Virginia

Georgia
Indiana
Maryland
Nebraska
Pennsylvania

Indiana has 800 # in No West

10

~~Nine~~ states have either proposed or approved legislation for increased state funds. They are:

California
Illinois
Indiana — Minnesota
Pennsylvania
Washington

Florida
Kentucky
New York
Tennesee

7

~~Six~~ states have the active involvement of the private sector in their literacy campaigns. They are:

Georgia
Maryland
Minnesota

Indiana — is starting, & I'll bet has as much as some of the others.
Illinois
Michigan
Texas

Most statewide efforts have been initiated and coordinated by one of three groups. Leadership in many states has come from the Adult Basic Education Program/Library System or state volunteer organizations. Second, many states have also responded to iniatives by the United States Department of Education. A letter was sent to all governors from former Secretary of Education, Bell. Lastly, many statewide efforts have developed in response to a letter from Harold McGraw Jr. of the Business Council for Effective Literacy to all governors.

4. The Network, Inc.
Conclusions From The Promising Practices Search Of The National Adult Literacy Project

Renee Lerche

The National Adult Literacy Project was designed to:

- Promote cooperation and collaboration between the public and private sectors to offer literacy instruction to the many adults who need and desire it; and

CL: Eval

Examples of Documents Searched: Telephone Transcripts: Notes

Assns/Orgs

5

Jewish Education Service of No. America

2/25	86 Hope	Honey Rose 212-260-0006 2:30 See me, please call her agn	
2/25	An answer to your letter	Jewish Educ ~~Society~~ Service of N. Am. Strictly Jewish org Art Brody Calling for the Exec Dir. EM	~~LISA~~ ~~Hope Aud~~ CL packet
2/26	agn	Honey Rose Hope. Call FRI Call Carolyn Hessel, librarian usually in on FRI Re: (212) 260-0006 Arthur Brody 114 5th } no longer here agn	URGENT let's discu

A division of Contact Center, Inc.

CONTACT LITERACY CENTER

P.O. Box 81826 Lincoln, Nebraska 68501-1826 800/228-8813 402/464-0602

The information center for the Coalition for Literacy.

APPENDIX
Resources: Other

February 17, 1986

Chris Howard
CL Evlauation Team Member
Indiana University
Institute for Child Study
East 10th & Bypass 46
Bloomington, IN 47405

Dear Chris:

Thank you for your recent letter. The difference between "basic literacy programs" and "ABE programs" are their affiliations. Basic literacy programs are general one-to-one programs, such as LLA, LVA, etc. ABE programs are affiliated with the Department of Education. I hope that helps you.

The most recent articles that mention the Coalition for Literacy include:

Better Homes and Gardens, November 1985
Omaha World Herold's Midland Magazine, February 2, 1986
Glamour Magazine, September, 1985
USA Today, September 30, 1985
Reader's Digest, September 1985
Dear Abby, November 11, 1985
~~Los Angeles Times, Jack Smith Article, Sept. January 1986~~ can't use

I'm sure that the~~ir~~re are others, but these are the ones that I'm aware of that ran articles.

Keep up the good work and let me know if there is ever anything else that we can do for you.

Sincerely,

Rhonda
Rhonda Kadavy
Director of Literacy Services

cc: Σ Team members

recieved 2/21/86

APPENDIX O.2

Resources:Media Coverage: Newspapers, Magazines, and Other

Newspapers

SA Today
Cape Cod Times
Los Angeles Times
San Diego
Sacramento
Washington Times
Wall Street Jounral
Chicago Sun Times
New York Times

Magazines

Reader's Digest
Frontier Airlines
Publishers Weekly
Family Circle
Sunset
Scientific American
Fiction Network
Newskweek
People
Atlantic Monthly
U.S. News & World Report
Vogue
Time
Ladies Home Journal
Madison Avenue
Glamour
US
Forbes
Woman's Day
Golf
Changing Times
Airline Magazine
Sporting News
Better Homes & GArdens
Scholastic News
MS
Good Houskeeping
Bazaar
Gold
Contenital
Foreign Affairs Quarterly
American Legion
Fortune
Town & Country
Computer Science
Business Week
Fleet Owner
Modern Plastic
Architetural Digest
Popular Computing
Cosmopolitan
Teen
True Story
Relator's News
50 Plus

Other

the written word
books
Famous Amos
Libraries
UPI
CL members
RSVP
BCEL
ALA
Friend
Congressman Tom Richards
Philadephia Mayor Good
Church
US Dept. of Education
American Bookseller Assn
Jonathan Kozol
RIF
White House
Texas Medical Journal
Movie Channel Book
Post Office
NY Review on Books
Margaret Dean
AARA Bulletin
Safeway grocery insert
Update (NIE)
United Technology
Warner Books
Prison

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[1] The above document was part of the response to a questionnaire sent to Gary Hill (Hill, 1985) September 27, 1985. It lists "other" kinds of contributions noted by the Contact Center.

CL: Evaluation: Articles

edited 3/21/86
by Lisa

**Norma: this listing is as complete as we can make it at this time. Lisa & APN

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CI: Evaluation: Clippings - APN

1983

Total = 3

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1985 - 1986

Total = 1

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INDIANA UNIVERSITY

SCHOOL OF EDUCATION
W.W. Wright Education Building
3rd and Jordan
Bloomington, Indiana 47405

APPENDIX P
Request for Information

September 27, 1985

Mr. John Cole
The Center for the Book
Library of Congress
Washington, DC 20540

Dear Mr. Cole:

We are members of the evaluation team for the Adult Literacy Campaign with Dr. Anabel Newman, Chairperson, Evaluation Committee, Coalition for Literacy.

We have been assigned to collect information about "other" activities that may have augmented and supported Literacy Coalition efforts. To collect this information, we have enclosed a questionnaire. We would greatly appreciate your help in completing as much of the questionnaire as possible. Please return it by October 4.

Our preliminary report will be presented to the Coalition Executive Board at the November meeting of the American Association for Adult and Continuing Education (AAACE) in Milwaukee. We would appreciate your early response. We will be telephoning you September 30 as a follow up to this letter and to obtain further information.

We are also enclosing our Evaluation Summary Draft (which you received from Dr. Newman in April) for your review. In addition, we have access to BOOKS IN OUR FUTURE. If there are other areas in which you could assist in gathering information, indicate this on the summary and return it. Your willingness to provide these data is certainly appreciated.

Sincerely,

Hope Elkins
Carol Szatkowski

Hope Elkins
Carol Szatkowski
Coalition for Literacy Eval. Team Members

drm

cc: Anabel Newman

Enclosures: 1. Evaluation Summary Draft (ESD)
2. Other Resources Questionnaire (See ESD 2.41)
3. Self-addressed envelope

INDIANA UNIVERSITY

SCHOOL OF EDUCATION
W.W. Wright Education Building
3rd and Jordan
Bloomington, Indiana 47405

September 27, 1985

Dr. Jorie L. Mark
U.S.D.A. Staff Liaison
4561 Indian Rock Terrace, NW
Washington, DC 20036

Dear Dr. Mark:

We are members of the evaluation team for the Adult Literacy Campaign with Dr. Anabel Newman, Chairperson, Evaluation Committee, Coalition for Literacy.

We have been assigned to collect information about the number of literacy grants awarded, the source of funds, and the types of givers for 1980 and 1985. To collect this information, we have enclosed a questionnaire. We would appreciate your help in completing as much of it as possible. Please return by October 4.

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Sincerely,

Hope Elkins

Hope Elkins
Coalition for Literacy Eval. Team Members

psf

cc: Anabel Newman

Enclosure: 1. Evaluation Summary
2. Questionnaire (see Evaluation Summary 2.3-2.34)
3. Self-addressed, stamped envelope

INDIANA UNIVERSITY

SCHOOL OF EDUCATION
W.W. Wright Education Building
3rd and Jordan
Bloomington, Indiana 47405

September 27, 1985

Ms. Jean Coleman
Coalition Coordinator
American Library Association
50 East Huron Street
Chicago, IL 60611

Dear Ms. Coleman:

We are members of the evaluation team for the Adult Literacy Campaign with Dr. Anabel Newman, Chairperson, Evaluation Committee, Coalition for Literacy.

We have been assigned to collect information about the number of literacy grants awarded, the source of funds, and the types of givers for 1980 and 1985. In addition, we would like to know of "other" activities that may have augmented and supported the Literacy Coalition and volunteerism. To collect this information, we have enclosed a questionnaire. We would appreciate your help in completing as much of it as possible. Please return by October 4.

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Sincerely,

Hope Elkins
Carol Szatkowski

Hope Elkins
Carol Szatkowski
Coalition for Literacy Eval. Team Members

psf

cc: Anabel Newman

Enclosure: 1. Evaluation Summary
2. Questionnaire (see Evaluation Summary 2.3-2.34, 2.42)
3. Self-addressed, stamped envelope

INDIANA UNIVERSITY

SCHOOL OF EDUCATION
W.W. Wright Education Building
3rd and Jordan
Bloomington, Indiana 47405

2.32
2.33
2.34
2.41
2.43

September 27, 1985

Ms. Jean Hammink
Literacy Specialist
B. Dalton Bookseller
One Corporate Center
7505 Metro Blvd.
Minneapolis, MN 55435

Dear Ms. Hammink:

We are members of the evaluation team for the Adult Literacy Campaign with Dr. Anabel Newman, Chairperson, Evaluation Committee, Coalition for Literacy.

We have been assigned to collect information about the number of literacy grants awarded, the source of funds, and the types of givers for 1980 and 1985. In addition, we would like to know of "other" activities that may have augmented and supported the Literacy Coalition and volunteerism. We would appreciate your help in completing as much of it as possible. Please return by October 4.

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Sincerely,

Hope Elkins
Carol Szatkowski

Hope Elkins
Carol Szatkowski
Coalition for Literacy Eval. Team Members

drm

cc: Anabel Newman

Enclosures: 1. Evaluation Summary Draft (ESD)
2. Questionnaire for Funding (See ESD 2.32, 2.33, 2.34)
3. Questionnaire for Other Resources (See ESD 2.41, 2.43)
4. Self-addressed envelope

2.43

INDIANA UNIVERSITY

SCHOOL OF EDUCATION
W.W. Wright Education Building
3rd and Jordan
Bloomington, Indiana 47405

September 27, 1985

Ms. Bette Fenton
Director of Community
Relations and Public Affairs
B. Dalton Bookseller
One Corporate Center
7505 Metro Blvd.
Minneapolis, MN 55435

Dear Ms. Fenton:

We are members of the evaluation team for the Adult Literacy Campaign with Dr. Anabel Newman, Chairperson, Evaluation Committee, Coalition for Literacy.

We have been assigned to collect information about "other" activities that may have augmented and supported Literacy Coalition activities and volunteerism. To collect this information, we have enclosed a questionnaire. We would appreciate your help in completing as much of the questionnaire as possible. Return it by October 4.

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Sincerely,

Hope Elkins
Carol Szatkowski

Hope Elkins
Carol Szatkowski
Coalition for Literacy Eval. Team Members

drm

cc: Anabel Newman

Enclosures: 1. Evaluation Summary Draft (ESD)
2. Questionnaire for Other Resources (See ESD 2.41, 2.43)
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2.31
2.32
2.33
2.34
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INDIANA UNIVERSITY

SCHOOL OF EDUCATION
W.W. Wright Education Building
3rd and Jordan
Bloomington, Indiana 47405

September 27, 1985

Mrs. Judy Fernald
102 Lorraine Avenue
Upper Montclair, NJ 07043

Dear Mrs. Fernald:

We are members of the evaluation team for the Adult Literacy Campaign with Dr. Anabel Newman, Chairperson, Evaluation Committee, Coalition for Literacy.

We have been assigned to collect information about the amount of giving to Adult Basic Education (ABE), the number of grants awarded to ABE, the source of funds, and the types of givers for 1980 and 1985. In addition, we would like to know of "other" activities that may have augmented and supported Literacy Coalition activities. To collect this information, we have enclosed a questionnaire. We would greatly appreciate your help in completing as much of the questionnaire as possible. Please return it by October 4.

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Sincerely,

Hope Elkins
Carol Szatkowski

Hope Elkins
Carol Szatkowski
Coalition for Literacy Eval. Team Members

drm

cc: Anabel Newman

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1. Evaluation Summary Draft (ESD)
2. Questionnaire for Funding (See ESD 2.31, 2.32, 2.33, 2.34)
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4. Self-addressed envelope

INDIANA UNIVERSITY

SCHOOL OF EDUCATION
W.W. Wright Education Building
3rd and Jordan
Bloomington, Indiana 47405

September 27, 1985

Lynn Ross Wood
Executive Director
National Advisory Council on
Adult Education
2000 L Street, N.W.
Suite 570
Washington, DC 20036

Dear Ms. Wood:

We are members of the evaluation team for the Adult Literacy Campaign with Dr. Anabel Newman, Chairperson, Evaluation Committee, Coalition for Literacy.

We have been assigned to collect information about the number of literacy grants awarded, the source of funds, and the types of givers for 1980 and 1985. To collect this information, we have enclosed a questionnaire. We would appreciate your help in completing as much of it as possible. Please return by October 4.

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Sincerely,

Hope Elkins

Hope Elkins
Coalition for Literacy Eval. Team Members

psf

cc: Anabel Newman

Enclosure:
1. Evaluation Summary
2. Questionnaire (see Evaluation Summary 2.3-2.34)
3. Self-addressed, stamped envelope

INDIANA UNIVERSITY

SCHOOL OF EDUCATION
W.W. Wright Education Building
3rd and Jordan
Bloomington, Indiana 47405

September 27, 1985

Susan Greene
Department of Education
F.O.B. 6—Room 4145
400 Maryland Avenue, SW
Washington, DC 20202

Dear Ms. Greene:

We are members of the evaluation team for the Adult Literacy Campaign with Dr. Anabel Newman, Chairperson, Evaluation Committee, Coalition for Literacy.

We have been assigned to collect information about the number of literacy grants awarded, the source of funds, and the types of givers for 1980 and 1985. To collect this information, we have enclosed a questionnaire. We would appreciate your help in completing as much of it as possible. Please return by October 4.

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Sincerely,

Hope Elkins

Hope Elkins
Coalition for Literacy Eval. Team Members

psf

cc: Anabel Newman

Enclosure: 1. Evaluation Summary
2. Questionnaire (see Evaluation Summary 2.3-2.34)
3. Self-addressed, stamped envelope

INDIANA UNIVERSITY

SCHOOL OF EDUCATION
W.W. Wright Education Building
3rd and Jordan
Bloomington, Indiana 47405

September 27, 1985

Gary Hill, Executive Director
Contact Center, Inc.
P.O. 81826
Lincoln, NE 68501

Dear Mr. Hill:

We are members of the evaluation team for the Adult Literacy Campaign with Dr. Anabel Newman, Chairperson, Evaluation Committee, Coalition for Literacy.

We have been assigned to collect information about the number of literacy grants awarded, the source of funds, and the types of givers for 1980 and 1985. In addition, we would like to know of "other" activities that may have augmented and supported the Literacy Coalition and volunteerism. To collect this information, we have enclosed a questionnaire. We would appreciate your help in completing as much of it as possible. Please return by October 4.

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Sincerely,

Hope Elkins
Carol Szatkowski

Hope Elkins
Carol Szatkowski
Coalition for Literacy Eval. Team Members

psf

cc: Anabel Newman

Enclosure:
1. Evaluation Summary
2. Questionnaire (see Evaluation Summary 2.3-2.34, 2.42, 2.43)
3. Self-addressed, stamped envelope

INDIANA UNIVERSITY

SCHOOL OF EDUCATION
W.W. Wright Education Building
3rd and Jordan
Bloomington, Indiana 47405

September 27, 1985

Gloria-Lanza Bajo
Vice-President
American Association of
Advertising Agencies
666 Third Avenue
New York, NY 10022

Dear Ms. Bajo:

We are members of the evaluation team for the Adult Literacy Campaign with Dr. Anabel Newman, Chairperson, Evaluation Committee, Coalition for Literacy.

We have been assigned to collect information about the number of literacy grants awarded, the source of funds, and the types of givers for 1980 and 1985. In addition, we would like to know of "other" activities that may have augmented and supported the Literacy Coalition and volunteerism. To collect this information, we have enclosed a questionnaire. We would appreciate your help in completing as much of it as possible. Please return by October 4.

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Sincerely,

Carol Szatkowski
Hope Elkins

Hope Elkins
Carol Szatkowski
Coalition for Literacy Eval. Team Members

psf

cc: Anabel Newman

Enclosure:
1. Evaluation Summary
2. Questionnaire (see Evaluation Summary 2.42, 2.43)
3. Self-addressed, stamped envelope

Addendum 3

Page 1 of 4

Ms. Jean Coleman
ALA
9/27/85

2.42

"OTHER" RESOURCES QUESTIONNAIRE

1) List sources of information which document

	1980	1985
A) Television, both local and network		
B) Radio, both local and network		
C) Newspapers - lineage		
D) Consumer Magazines - circulation		
E) Business Press - circulation		
F) Other - (please list)*		

---

* If these figures are unavailable, do you know of other sources we could check? Feel free to write in the margins or on the back of these sheets.

2) List any governmental, business, or civic groups distributing materials which supported or are expected to support the campaign effort.

1980	1985

3) List types of in-kind contributions received (include specifics where possible).

1980	1985

4) What other types of media coverage has the campaign received?

	1980	1985
A) Newspaper articles		
B) Magazine articles		
C) Television news coverage		
D) Television talk shows		
E) Radio news coverage		
F) Radio talk shows		
G) Other (please state)		

5) Please list any short-term volunteer work done other than tutoring with which you are familiar.

	1980	1985
A) Printing		
B) Contributions		
C) Secretarial		
D) Public speaking		
E) Other (please state)		

Addendum 2 Page 1 of 2

Ms. Jean Coleman
ALA
9/27/85

2.31
2.32
2.33
2.34

FUNDING QUESTIONNAIRE

1) What sources would you suggest checking to determine the level of giving to Adult Basic Education?

1980 1985

2) What sources would you suggest checking to determine the number of grants awarded to Adult Basic Education?

1980 1985

3) How would you determine where the money originated in:

1980 1985

4) What information can you provide that will help determine the types of givers?

1980 1985

July 15, 1985

Mr. James Hawking
Project Officer, Coalition
for Literacy
American Library Association
50 E. Huron Street
Chicago, IL 60611

Dear Mr. Hawking:

As you know, the International Reading Association has been a member of and supported the Coalition for Literacy from its beginning. Our total financial contributions to the Coalition for Literacy from the period 1 July 1981 to 30 June 1985 amount to US$6036. A breakdown of the amount is available upon request.

In addition, we agreed to purchase up to US$500 worth of Coalition for Literacy materials to be distributed to our members. We are still waiting for a price list so that we can order these materials.

IRA would also be willing to consider future inkind services such as printing appropriate materials. When you have more specific information on the services needed, we would be pleased to present them to our Board of Directors for approval.

We hope this information will be helpful to you.

Cordially,

Alida von Krogh Cutts
Assistant to the Executive Director

cc: Anabel Newman ✓
Drew Cassidy

APPENDIX Q.2
In-Kind Contribution

Laubach Literacy Action
Literacy Volunteers of America

MEMORANDUM

DATE: August 8, 1985

TO: Violet Malone, Chair, Coalition for Literacy
Jim Hawking
Members of the Coalition Executive Committee

FROM: Lynn Curtis, Laubach Literacy International LRC
Peter Waite, Laubach Literacy Action PAW
Jinx Crouch, Literacy Volunteers of America

RE: Donation to Coalition for Literacy

Since January, 1985 Laubach Literacy Action and Literacy Volunteers of America (LLA and LVA) have handled 1,040 program responses (an average of 148/month) in the form of information, technical assistance, or brokering referrals to organizations that have responded to the Ad Council campaign. LLA/LVA's monthly costs for providing this service to the Coalition has been a minimum of $5,000/month for a seven-month total of $35,000.

MONTHLY COSTS

	LLA	LVA	MTHLY TOTAL	7-MONTH TOTAL
Salaries				
Professional	$1,920	$1,920	$3,840	$26,880
Clerical	400	400	800	5,600
Postage	50	50	100	700
Telephone	100	100	200	1,400
Materials	30	30	60	420
	$2,500	$2,500	$5,000	$35,000

In light of the Coalition's current financial status and the need to continue the vigorous media and "800" number response, we request no reimbursement for these budgeted Coalition expenses. These seven-month expenditures from our organizations are a donation to the Coalition for Literacy.

We recognize the Coalition's commitment to begin providing full reimbursement for these services in the future as soon as the Coalition financial situation allows.

P.O. Box 131 Syracuse, N.Y. 13210 (315) 422-9121 (315) 474-7039